



Burnet Hill Elementary School
2016-2017
Grade Span PK-05

13-2730-070
ESSEX
LIVINGSTON TWP
25 BYRON PLACE
LIVINGSTON, NJ 07039

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	13	31	41
KG	55	43	42
1	61	59	55
2	69	66	61
3	65	73	69
4	64	71	73
5	66	69	67
Ungraded	46	59	55
Total	439	471	463

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	46%	43%
Male	53%	54%	57%
Economically Disadvantaged Students	1%	2%	2%
Students with Disabilities	19%	23%	26%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	61.8%
Asian	27.0%
Hispanic	4.8%
Black or African American	2.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.9%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	19	31	41
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	58	43	42

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	70.2%
Chinese	6.5%
Hindi	4.8%
Spanish	3.7%
Russian	2.6%
Other	11.9%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	202	97.7	75.70	81.60	54.90	75.7	71.8	Met Target
White	133	97.1	73.70	77.80	63.90	73.7	65.8	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	48	98.2	85.40	92.50	80.70	85.4	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	10	100.0	80.00	83.60	54.90	80	**	**
Female	106	97.3	74.50	86.50	62.20	74.5		
Male	96	98.1	77.10	77.00	48.10	77.1		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	33	91.7	36.30	41.20	20.50	35.1	34	Met Target
Students without Disabilities	169	98.9	83.50	88.90	61.90	83.5		
English Learners	N	N	N	67.70	25.20	N	**	**
Non-English Learners	202	97.7	75.70	82.00	57.40	75.7		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	773	789	749	*	*	16%	57%	19%	77%	50%
White	44	766	782	759	*	*	*	59%	*	71%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	18	793	806	775	0%	0%	*	56%	*	94%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	29	777	793	754	*	*	*	48%	*	72%	55%
Male	39	771	785	745	*	*	*	64%	*	80%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	68	773	789	762	*	*	16%	57%	19%	77%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	68	773	790	752	*	*	16%	57%	19%	77%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	771	779	753	*	*	14%	64%	18%	82%	56%
White	50	764	772	762	0%	*	*	66%	*	76%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	17	784	793	777	0%	0%	*	65%	*	94%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	37	772	780	758	0%	*	*	54%	*	78%	61%
Male	35	770	777	749	0%	*	*	74%	*	86%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	72	771	*	764	*	*	14%	64%	18%	82%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	72	771	779	755	*	*	14%	64%	18%	82%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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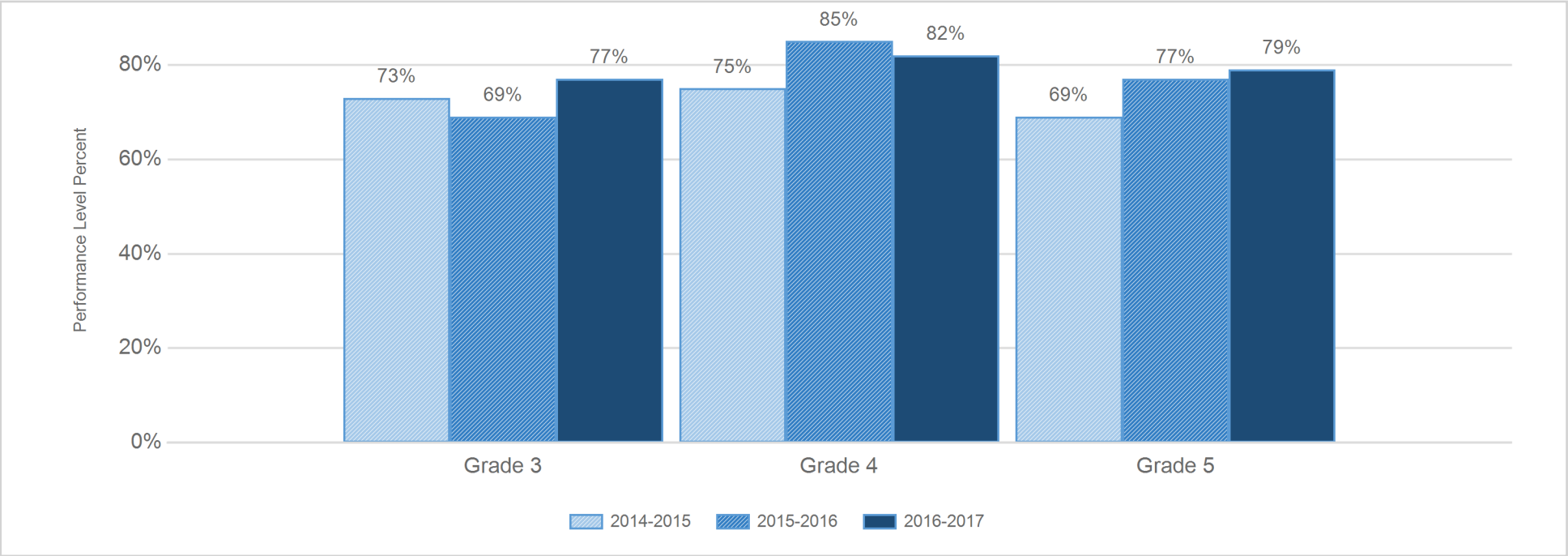
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	774	781	756	*	*	*	54%	25%	79%	59%
White	39	768	773	763	*	*	*	64%	*	77%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	18	787	797	779	0%	*	*	*	*	83%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	41	773	786	761	*	*	*	54%	*	78%	66%
Male	24	776	774	750	*	*	*	54%	*	79%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	65	774	*	757	*	*	*	54%	25%	79%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

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Schoolwide	202	97.7	75.70	69.60	43.50	75.7	68.3	Met Target
White	133	97.1	72.20	63.20	52.40	72.2	60.1	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	48	98.2	89.60	87.80	75.60	89.6	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	10	100.0	80.00	76.40	44.90	80	**	**
Female	106	97.3	71.70	68.00	44.10	71.7		
Male	96	98.1	80.20	71.10	42.90	80.2		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	33	91.7	42.40	31.00	16.50	41	37.3	Met Target
Students without Disabilities	169	98.9	82.30	76.40	48.80	82.3		
English Learners	N	N	N	64.60	23.30	N	**	**
Non-English Learners	202	97.7	75.70	69.80	45.20	75.7		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	68	779	781	751	0%	*	*	44%	38%	82%	53%
White	44	771	774	759	0%	*	*	52%	27%	80%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	18	799	800	779	0%	0%	*	*	61%	94%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	29	776	778	751	0%	*	*	35%	41%	76%	52%
Male	39	781	783	751	0%	*	*	51%	36%	87%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	68	779	781	761	0%	*	*	44%	38%	82%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	68	779	781	753	0%	*	*	44%	38%	82%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	764	767	747	0%	*	22%	65%	*	75%	47%
White	50	758	761	755	0%	*	30%	62%	*	66%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	17	780	783	774	*	*	*	77%	*	100%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	37	761	764	747	0%	*	*	57%	*	68%	47%
Male	35	768	770	747	0%	*	*	74%	*	83%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	72	764	*	757	0%	*	22%	65%	*	75%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	72	764	767	749	0%	*	22%	65%	*	75%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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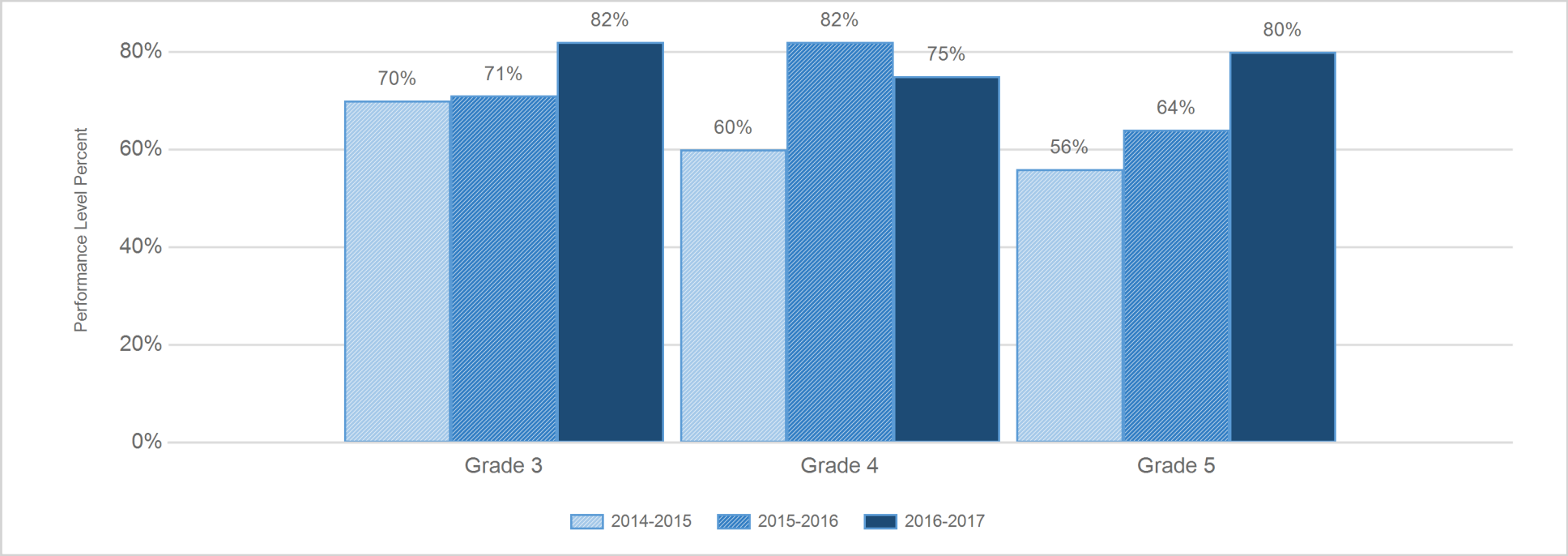
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	65	767	767	747	0%	*	19%	66%	*	80%	46%
White	39	763	759	754	0%	0%	*	69%	*	77%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	18	780	785	774	0%	0%	*	67%	*	94%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	41	763	764	747	0%	*	*	71%	*	76%	47%
Male	24	775	770	746	0%	*	*	58%	*	88%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	65	767	767	748	0%	*	19%	66%	*	80%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

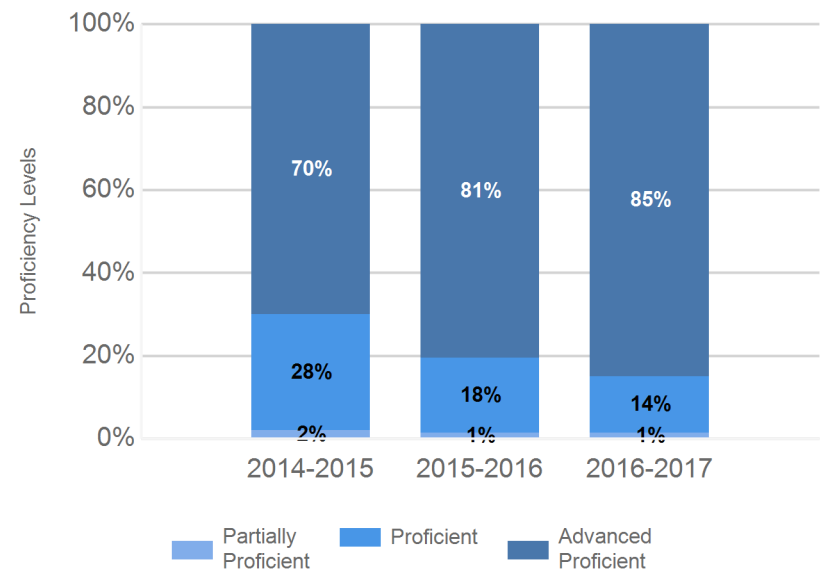
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	85%	14%	1%
White	80%	*	2%
Hispanic	*	*	N
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	100%	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	*	*	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53.5	63	50	Met Target	47	55	50	Met Target
White	50	62	50	Met Target	46	51.5	52	Met Target
Hispanic	*	60	49	**	*	60.5	47	**
Black or African American	*	66	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	53	66	60	Met Target	52	62	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	64	51	**	*	65	52	**
Economically Disadvantaged	*	57	47	**	*	39	46	**
Students with Disabilities	34	49	41	**	74	52	43	**
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



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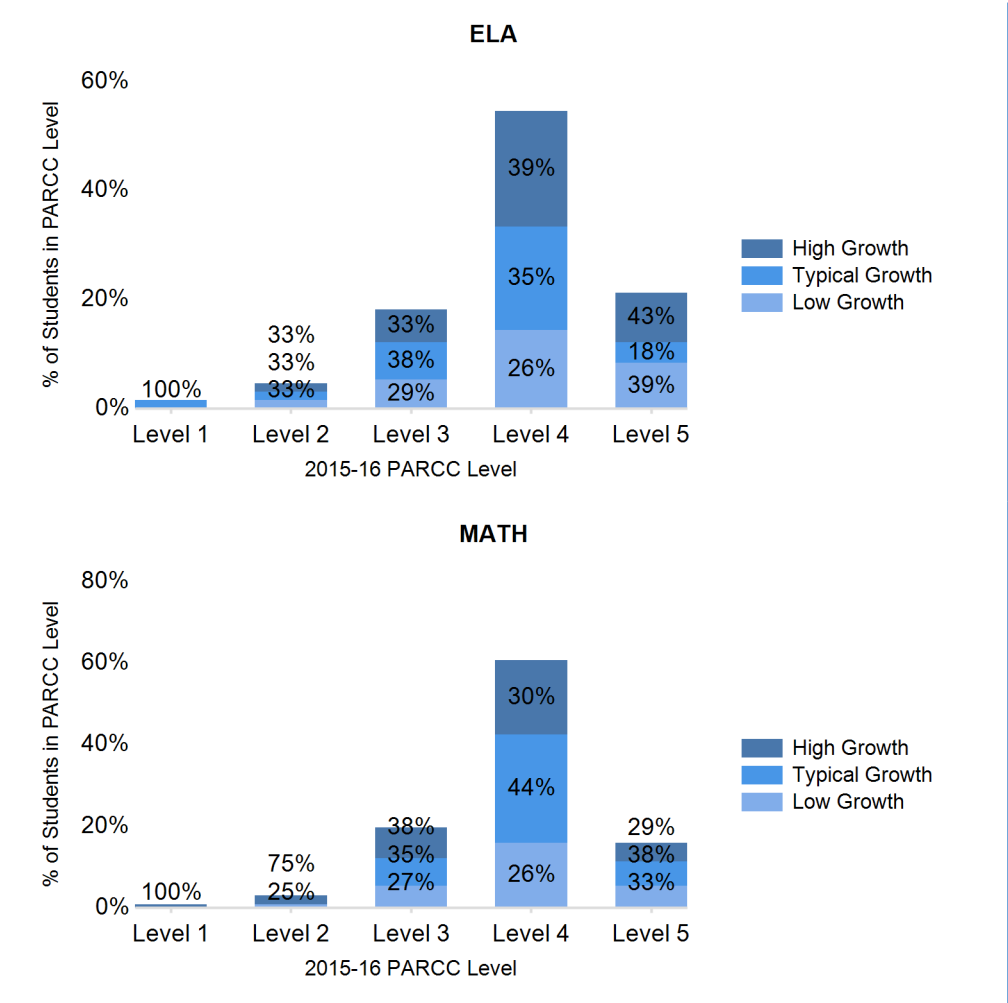
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

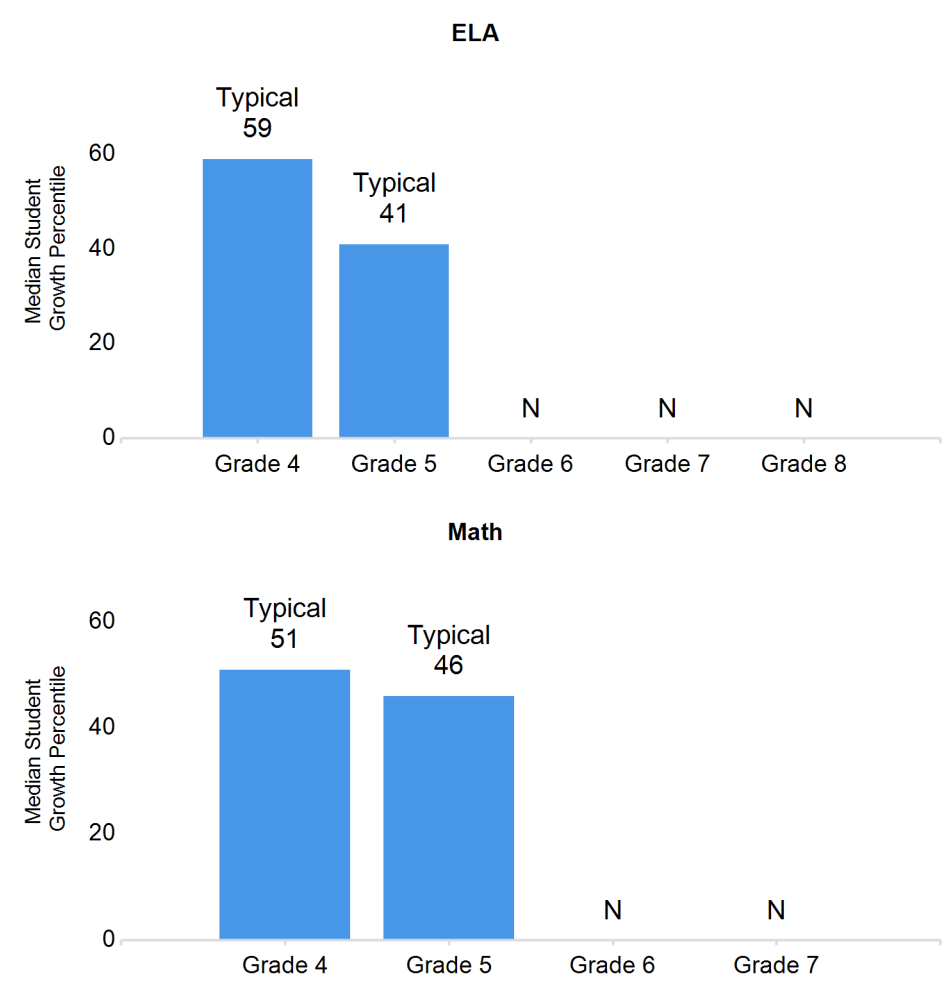
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

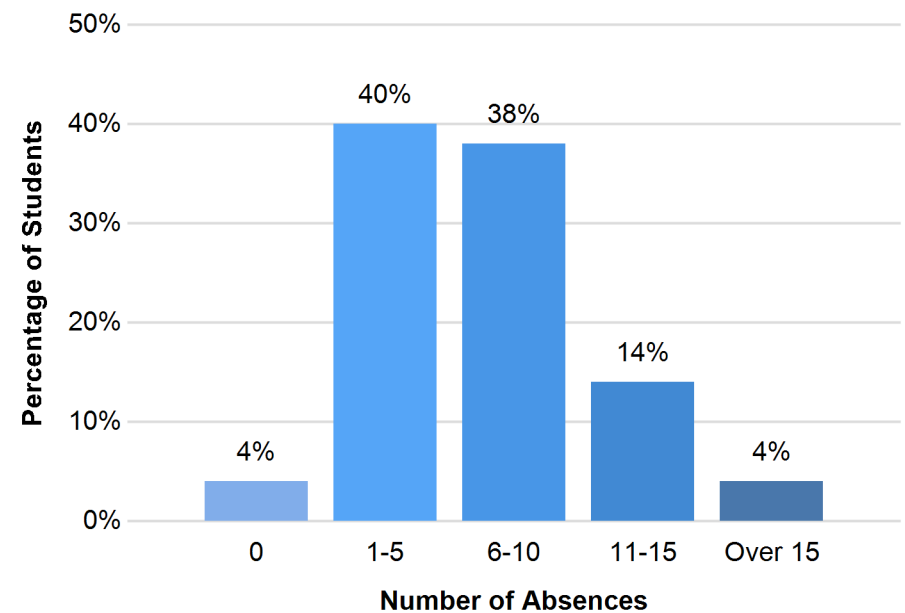
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.10	8.40	Met Target
White	2.00	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.00	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	4.90	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

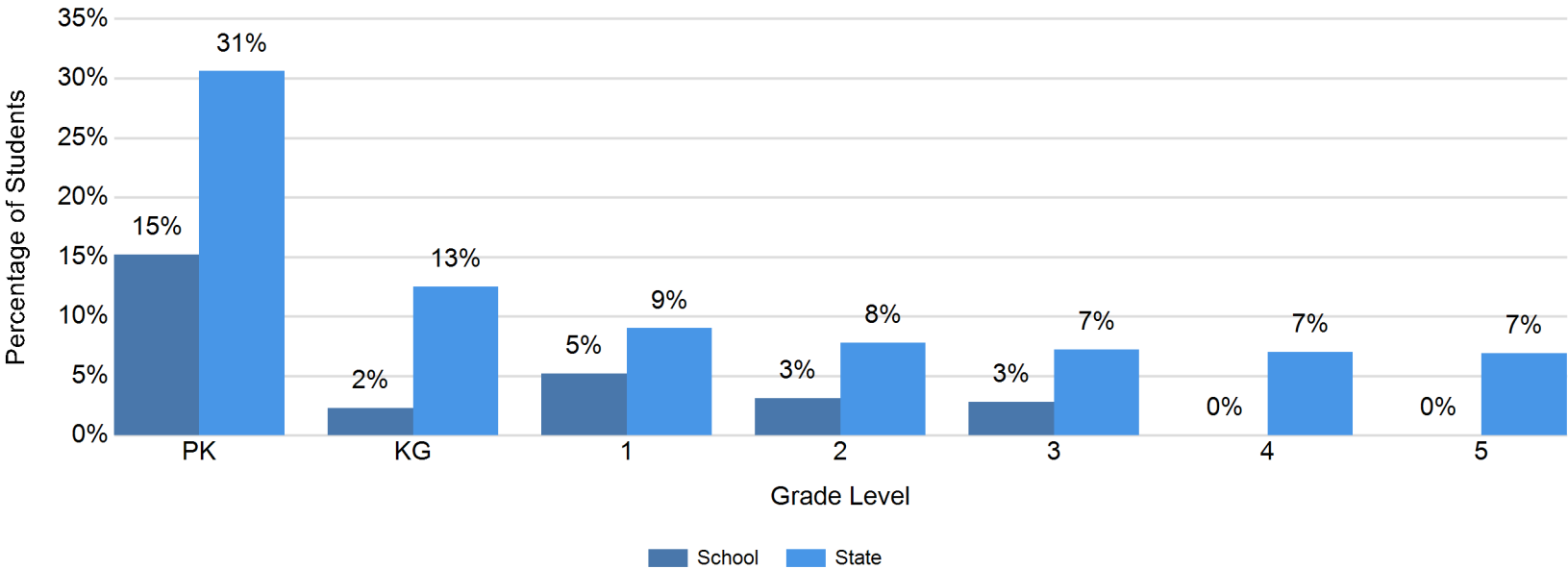
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.65

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	168.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$15,208	\$15,485



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	37	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	81%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	36	9,506
Average years experience in public schools	15.4	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	463:1	165:1
Librarian/Media Specialists		592:1
Nurses		740:1
Counselors		269:1
Child Study Team		228:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	76.9	17.5%
Mathematics Proficiency	90.5	17.5%
English Language Arts Growth	48.2	25.0%
Mathematics Growth	30.6	25.0%
Chronic Absenteeism	92.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		62.9
Summative Rating: Percentile rank of Summative Score		70.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	62.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	60.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	46.4	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Bright	Email Address:	sbright@livingston.org
Address:	25 BYRON PLACE LIVINGSTON, NJ 07039	Website:	www.livingston.org
Phone:	(973)535-8000	Facebook:	www.facebook.com/LivSchools

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Highlights:	• Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. • All students receive instruction in world language, physical and computer education, art, media, and music. • Character education lessons and mindfulness activities are incorporated into the school day for each child.
 Mission, Vision, Theme:	A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners.
 Awards, Recognition, Accomplishments:	A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators.

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Courses, Curriculum, Instruction:	We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.
 Sports and Athletics:	Students participate in physical education classes on a regular basis that encourage them to develop sportsmanship, physical fitness, and healthy lifelong habits. The district is committed to providing students with an excellent educational experience while being mindful of our responsibility to their overall health and wellness. Curriculum ensures the safety and well-being of all students. Health and PE is a vital component, with mindfulness a focus in all grades.
 Clubs and Activities:	A variety of clubs and activities are offered at each school through the home school association.



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School Narrative

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 Staff and Professional Learning:	The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.
 Student Supports and Services:	The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 18-21 Transition Programming, Career Internship Program at LHS, LINKS & ESS programs for students with social-emotional needs K-12, & a vibrant alternative program in our Monmouth Court Campus for LHS students.
 Student Health and Wellness:	The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the Health and PE curriculum.
 Parent and Community Involvement:	The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections.



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

A blue icon of a school building with a flag on top. Facilities:	Each school is welcoming, safe, nurturing, and healthy. The facilities are maintained and monitored on an ongoing basis to ensure that all systems are properly functioning. Schools have new and updated media centers. All schools have central air conditioning.
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.



Other Information:

English Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school has a Reading Interventionist and a Reading Specialist as well as Basic Skills Math support and Gifted & Talented and Enrichment programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our students.



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67 MARTIN RD
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

- 1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	62	87	64
1	84	67	86
2	70	87	65
3	75	75	85
4	77	75	72
5	70	77	75
Ungraded	13	13	12
Total	451	481	459

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	48%
Male	53%	53%	53%
Economically Disadvantaged Students	1%	1%	2%
Students with Disabilities	13%	12%	15%
English Learners	5%	6%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	62.7%
Asian	27.7%
Hispanic	3.5%
Black or African American	2.6%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	3.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	65	87	64

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	61.9%
Chinese	14.2%
Russian	5.4%
Spanish	3.5%
Hindi	2.0%
Other	12.8%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	231	97.1	83.10	81.60	54.90	83.1	76.5	Met Goal
White	142	96.7	80.90	77.80	63.90	80.9	71.8	Met Goal
Hispanic	10	100.0	80.00	71.50	39.80	80	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	69	98.6	88.40	92.50	80.70	88.4	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	114	98.3	85.90	86.50	62.20	85.9		
Male	117	95.9	80.40	77.00	48.10	80.4		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	34	92.5	41.10	41.20	20.50	39.7	24.9	Met Target
Students without Disabilities	197	98.0	90.40	88.90	61.90	90.4		
English Learners	24	100.0	75.00	67.70	25.20	75	N	N
Non-English Learners	207	96.8	84.00	82.00	57.40	84		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	786	789	749	0%	*	*	53%	31%	84%	50%
White	58	783	782	759	0%	*	*	60%	24%	85%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	18	799	806	775	0%	*	*	*	56%	83%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	45	788	793	754	0%	*	*	60%	27%	87%	55%
Male	40	783	785	745	0%	*	*	45%	35%	80%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	11	745	750	720	0%	*	*	*	0%	46%	24%
Students without Disabilities	74	792	795	755	0%	*	*	*	35%	89%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	772	779	753	*	*	*	50%	31%	81%	56%
White	42	765	772	762	*	*	*	50%	24%	74%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	26	784	793	777	*	*	*	46%	46%	92%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	35	774	780	758	*	*	*	40%	*	83%	61%
Male	39	770	777	749	*	*	*	59%	*	80%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	74	772	*	764	*	*	*	50%	31%	81%	69%
Students with Disabilities	12	739	*	725	*	*	*	*	*	42%	25%
Students without Disabilities	62	778	*	759	*	*	*	*	*	89%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	74	772	779	755	*	*	*	50%	31%	81%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	781	781	756	*	*	*	52%	33%	85%	59%
White	45	775	773	763	*	*	*	62%	22%	84%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	24	795	797	779	*	0%	*	*	54%	92%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	38	784	786	761	*	*	*	47%	40%	87%	66%
Male	37	778	774	750	*	*	*	57%	27%	84%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	12	734	742	725	*	*	*	*	0%	42%	22%
Students without Disabilities	63	790	787	762	*	*	*	*	40%	94%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

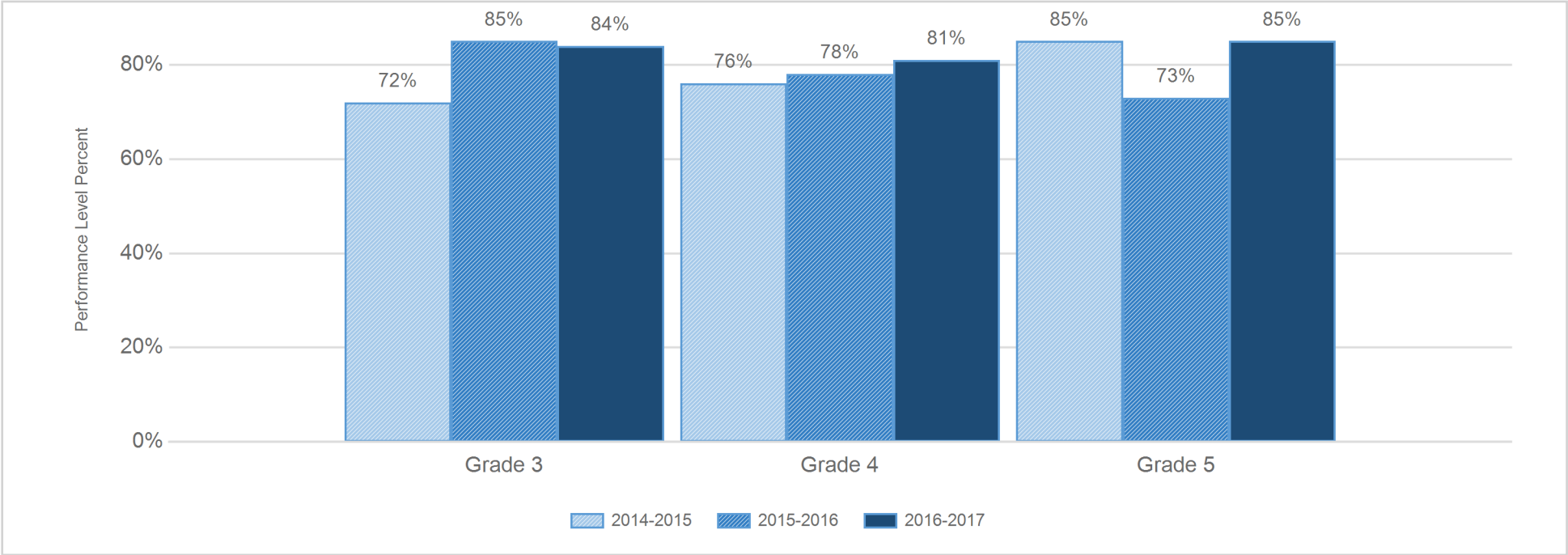


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	231	97.1	71.00	69.60	43.50	71	68.4	Met Target
White	142	96.7	69.00	63.20	52.40	69	61.9	Met Target
Hispanic	10	100.0	40.00	54.50	27.60	40	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	69	98.6	78.20	87.80	75.60	78.2	80	Met Target†
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	114	98.3	67.50	68.00	44.10	67.5		
Male	117	95.9	74.30	71.10	42.90	74.3		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	34	92.5	20.50	31.00	16.50	19.8	15.6	Met Target
Students without Disabilities	197	98.0	79.70	76.40	48.80	79.7		
English Learners	24	100.0	66.70	64.60	23.30	66.7	N	N
Non-English Learners	207	96.8	71.50	69.80	45.20	71.5		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	776	781	751	*	*	15%	39%	38%	77%	53%
White	58	773	774	759	0%	*	*	50%	31%	81%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	18	790	800	779	0%	*	*	*	61%	78%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	45	771	778	751	*	*	*	49%	27%	76%	52%
Male	40	781	783	751	*	*	*	28%	50%	78%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	11	742	753	729	*	*	*	*	*	36%	29%
Students without Disabilities	74	781	785	755	*	*	*	*	*	82%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	758	767	747	*	*	26%	51%	*	64%	47%
White	42	748	761	755	*	*	29%	52%	*	55%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	26	775	783	774	0%	0%	*	50%	*	77%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	35	755	764	747	*	*	*	51%	*	57%	47%
Male	39	761	770	747	*	*	*	51%	*	69%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	74	758	*	757	*	*	26%	51%	*	64%	61%
Students with Disabilities	12	722	*	724	*	*	*	*	*	17%	22%
Students without Disabilities	62	765	*	751	*	*	*	*	*	73%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	74	758	767	749	*	*	26%	51%	*	64%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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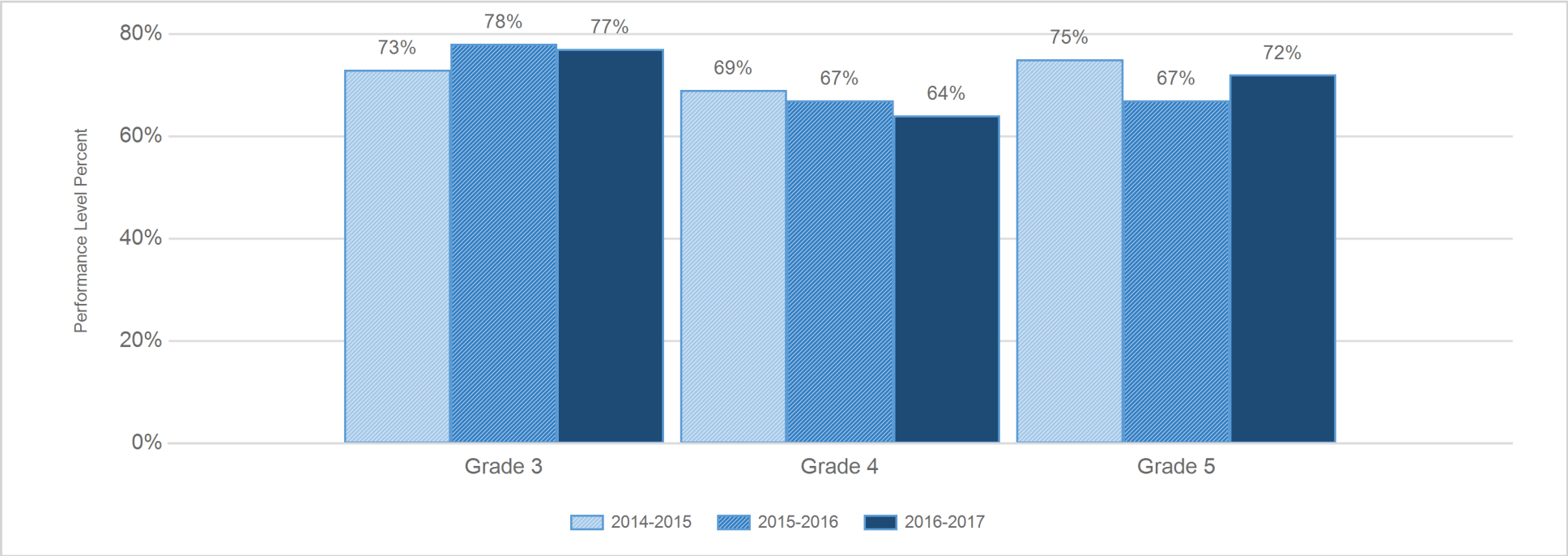
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	770	767	747	*	*	21%	48%	24%	72%	46%
White	45	763	759	754	*	*	27%	51%	*	67%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	24	788	785	774	0%	*	*	*	46%	83%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	38	762	764	747	*	*	*	50%	*	66%	47%
Male	37	778	770	746	*	*	*	46%	*	78%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	12	732	740	725	*	*	*	*	0%	17%	19%
Students without Disabilities	63	777	771	751	*	*	*	*	29%	83%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

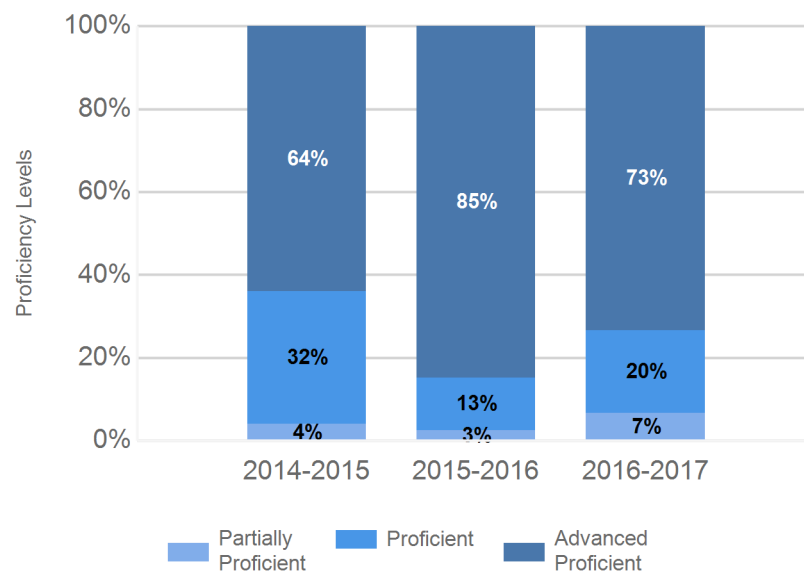
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	73%	20%	7%
White	61%	30%	*
Hispanic	*	N	*
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	92%	8%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	31%	39%	31%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	63	50	Met Target	55	55	50	Met Target
White	61	62	50	Exceeds Target	53.5	51.5	52	Met Target
Hispanic	*	60	49	**	*	60.5	47	**
Black or African American	*	66	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	56	66	60	Met Target	63.5	62	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	64	51	**	*	65	52	**
Economically Disadvantaged	*	57	47	**	*	39	46	**
Students with Disabilities	44	49	41	**	55	52	43	**
English Learners	*	56	53	**	69	68	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

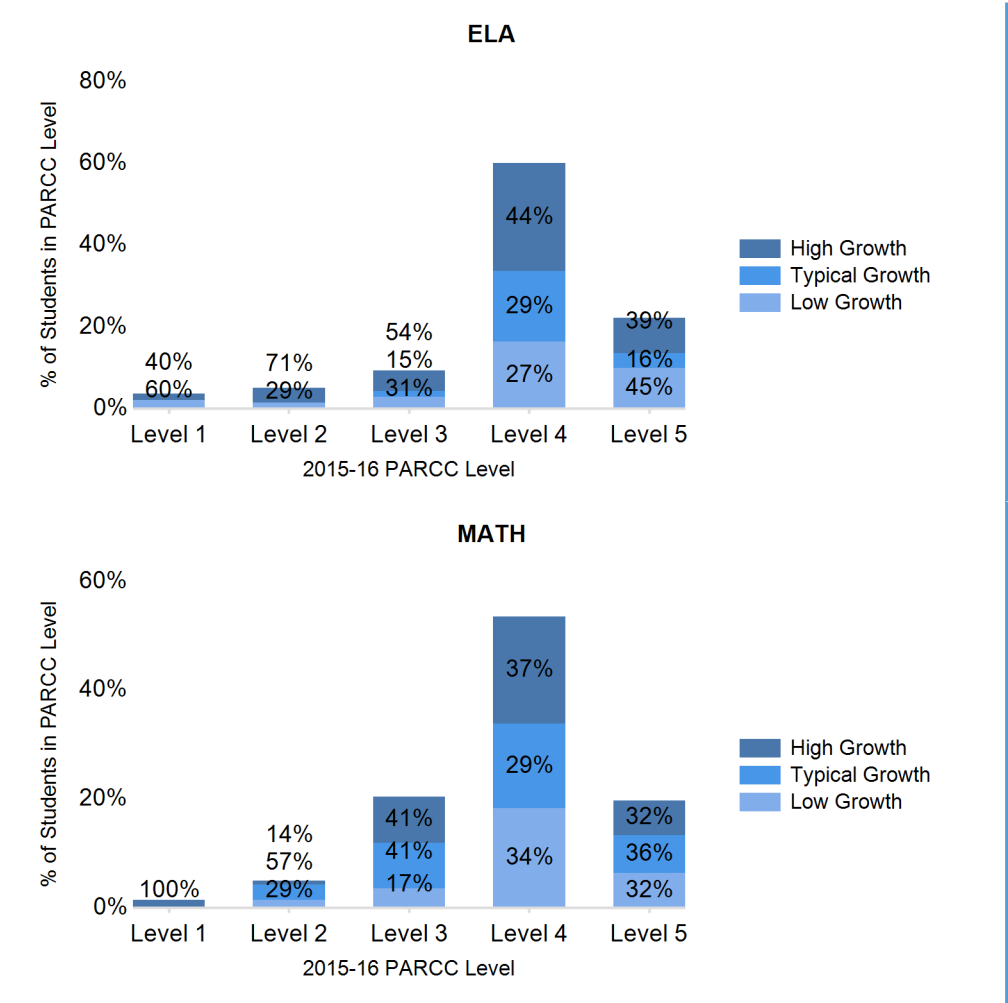
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

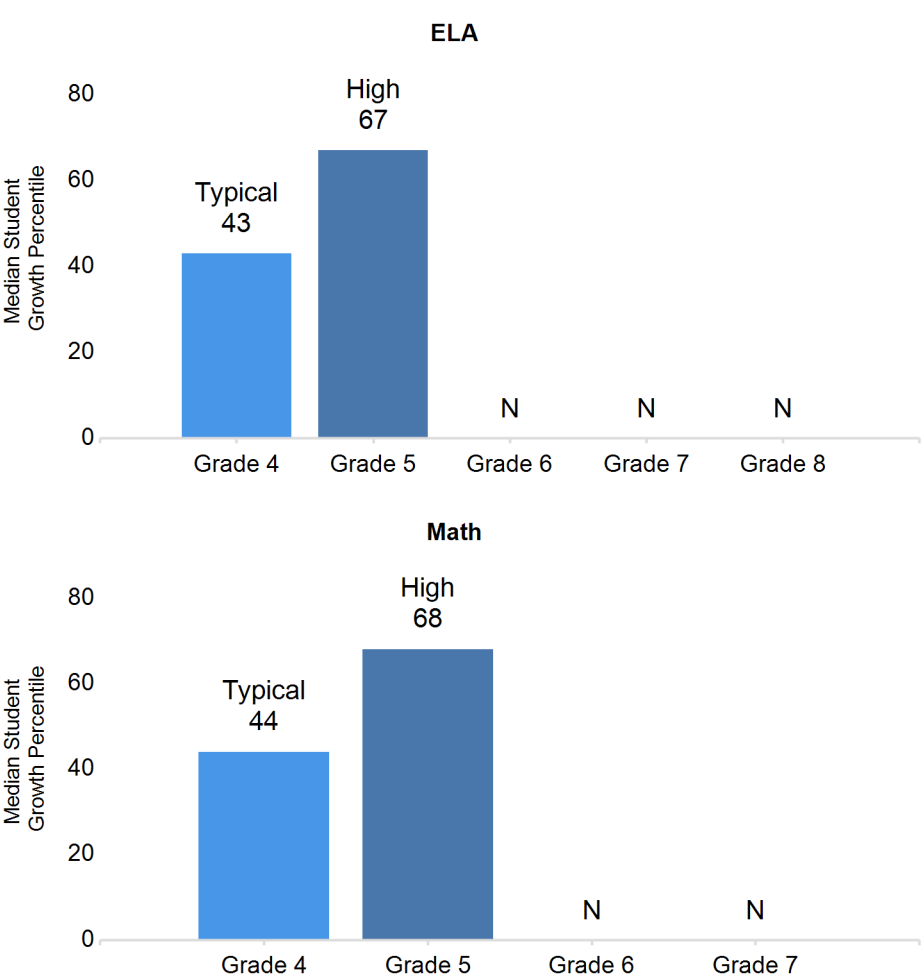
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

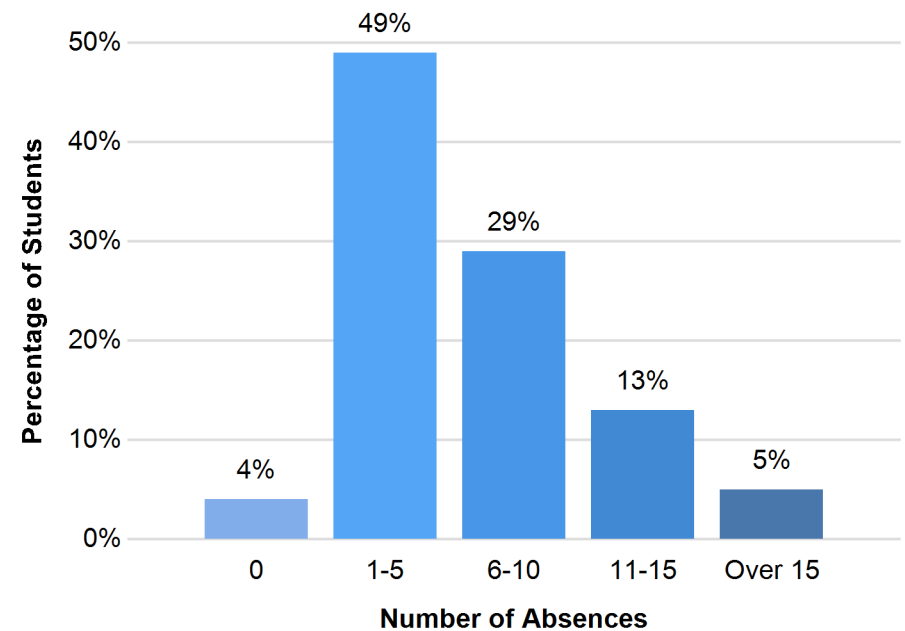
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.00	8.40	Met Target
White	3.80	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.50	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	7.00	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

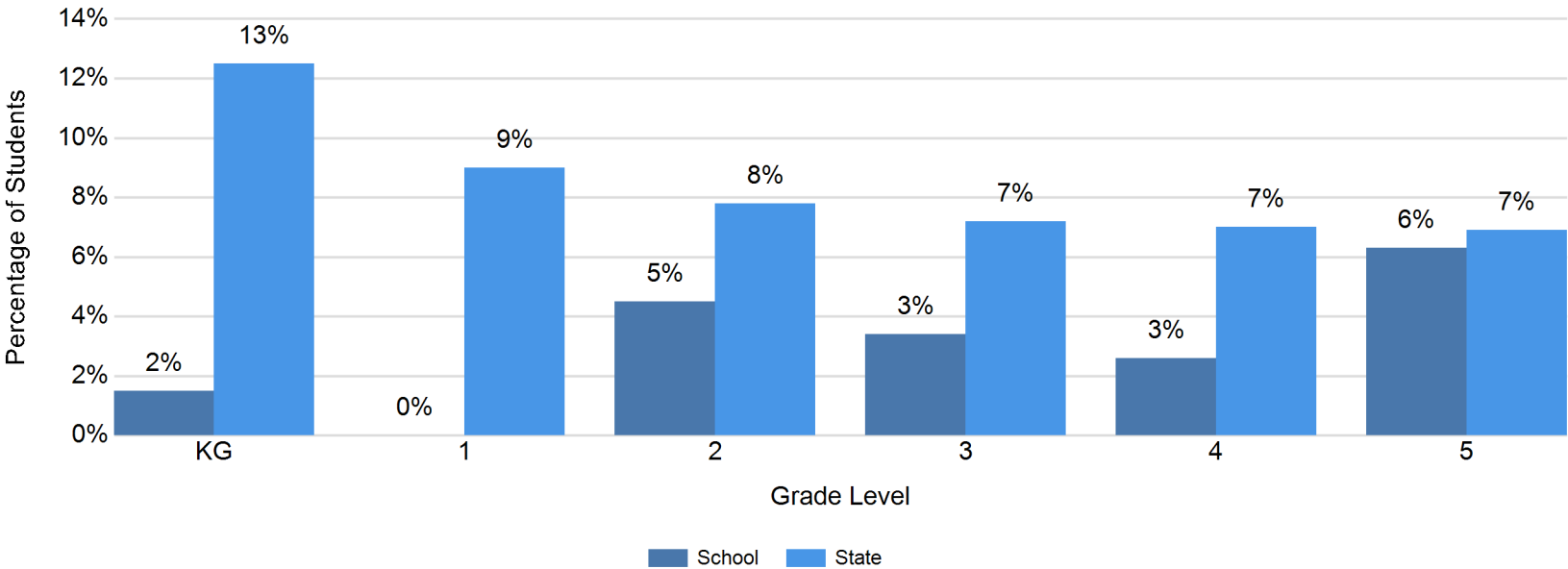
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.2%
Any Suspension	0.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	168.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$15,208	\$15,485



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	37	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	70%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	36	9,506
Average years experience in public schools	15.4	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	459:1	165:1
Librarian/Media Specialists		592:1
Nurses		740:1
Counselors		269:1
Child Study Team		228:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	92.8	17.5%
Mathematics Proficiency	81.2	17.5%
English Language Arts Growth	71.7	25.0%
Mathematics Growth	62.5	25.0%
Chronic Absenteeism	85.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		76.8
Summative Rating: Percentile rank of Summative Score		87.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	76.8	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
White	75.0	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	54.7	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	**	**	No	N	N	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Hart	Email Address:	thart@livingston.org
Address:	67 MARTIN RD LIVINGSTON, NJ 07039-4631	Website:	www.livingston.org
Phone:	(973)535-8000	Facebook:	www.facebook.com/LivSchools

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Highlights:	• Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. • All students receive instruction in world language, physical and computer education, art, media, and music. • Character education lessons and mindfulness activities are incorporated into the school day for each child.
 Mission, Vision, Theme:	A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners.
 Awards, Recognition, Accomplishments:	A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators.

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Courses, Curriculum, Instruction:	We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.
 Sports and Athletics:	Students participate in physical education classes on a regular basis that encourage them to develop sportsmanship, physical fitness, and healthy lifelong habits. The district is committed to providing students with an excellent educational experience while being mindful of our responsibility to their overall health and wellness. Curriculum ensures the safety and well-being of all students. Health and PE is a vital component, with mindfulness a focus in all grades.
 Clubs and Activities:	A variety of clubs and activities are offered at each school through the home school association.



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Staff and Professional Learning:	The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.
 Student Supports and Services:	The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. pre-K program, Applied Behavior Analysis Programming, 18-21 Transition Programming, Career Internship Program at LHS, LINKS & ESS programs for students with social-emotional needs k-12, & a vibrant alternative program in our Monmouth Court Campus for LHS students.
 Student Health and Wellness:	The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the Health and PE curriculum.
 Parent and Community Involvement:	The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections.



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Facilities:	Each school is welcoming, safe, nurturing, and healthy. The facilities are maintained and monitored on an ongoing basis to ensure that all systems are properly functioning. Schools have new and updated media centers. All schools have central air conditioning.
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.



Other Information:

English Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school has a Reading Interventionist and a Reading Specialist as well as Basic Skills Math support and Gifted & Talented and Enrichment programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our students.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Harrison Elementary School
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Grade Span KG-05

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	58	58	66
1	68	67	64
2	79	84	67
3	84	81	89
4	87	84	87
5	94	94	84
Ungraded	16	12	12
Total	486	480	469

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	50%
Male	53%	52%	50%
Economically Disadvantaged Students	1%	0%	1%
Students with Disabilities	11%	13%	12%
English Learners	2%	3%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	48.8%
Asian	37.7%
Hispanic	4.7%
Black or African American	4.5%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.2%
Two or More Races	3.6%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	62	58	66

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	55.0%
Chinese	17.5%
Russian	5.3%
Hindi	3.8%
Spanish	2.6%
Other	15.4%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	247	99.3	83.40	81.60	54.90	83.4	79.3	Met Goal
White	117	98.5	78.60	77.80	63.90	78.6	74.9	Met Target
Hispanic	11	100.0	45.50	71.50	39.80	45.5	**	**
Black or African American	12	100.0	66.70	68.40	35.20	66.7	**	**
Asian, Native Hawaiian, or Pacific Islander	101	100.0	96.10	92.50	80.70	96.1	80	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	119	98.5	85.70	86.50	62.20	85.7		
Male	128	100.0	81.30	77.00	48.10	81.3		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	31	100.0	32.20	41.20	20.50	32.2	48.8	Not Met
Students without Disabilities	216	99.2	90.80	88.90	61.90	90.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	788	789	749	*	*	12%	45%	34%	79%	50%
White	39	770	782	759	*	*	*	41%	*	64%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	37	815	806	775	0%	0%	0%	49%	51%	100%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	48	787	793	754	*	*	*	44%	33%	77%	55%
Male	41	789	785	745	*	*	*	46%	34%	81%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	785	779	753	*	*	12%	36%	49%	85%	56%
White	45	780	772	762	0%	*	*	38%	44%	82%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	32	801	793	777	*	*	*	31%	66%	97%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	36	778	780	758	*	*	*	39%	42%	81%	61%
Male	53	789	777	749	*	*	*	34%	55%	89%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	89	785	*	764	*	*	12%	36%	49%	85%	69%
Students with Disabilities	11	742	*	725	0%	*	*	*	0%	27%	25%
Students without Disabilities	78	791	*	759	0%	*	*	*	56%	94%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	89	785	779	755	*	*	12%	36%	49%	85%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	788	781	756	*	*	*	37%	49%	86%	59%
White	39	779	773	763	*	*	*	54%	31%	85%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	38	804	797	779	0%	0%	*	*	74%	92%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	47	798	786	761	*	*	*	34%	60%	94%	66%
Male	37	776	774	750	*	*	*	41%	35%	76%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	84	788	*	757	*	*	*	37%	49%	86%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

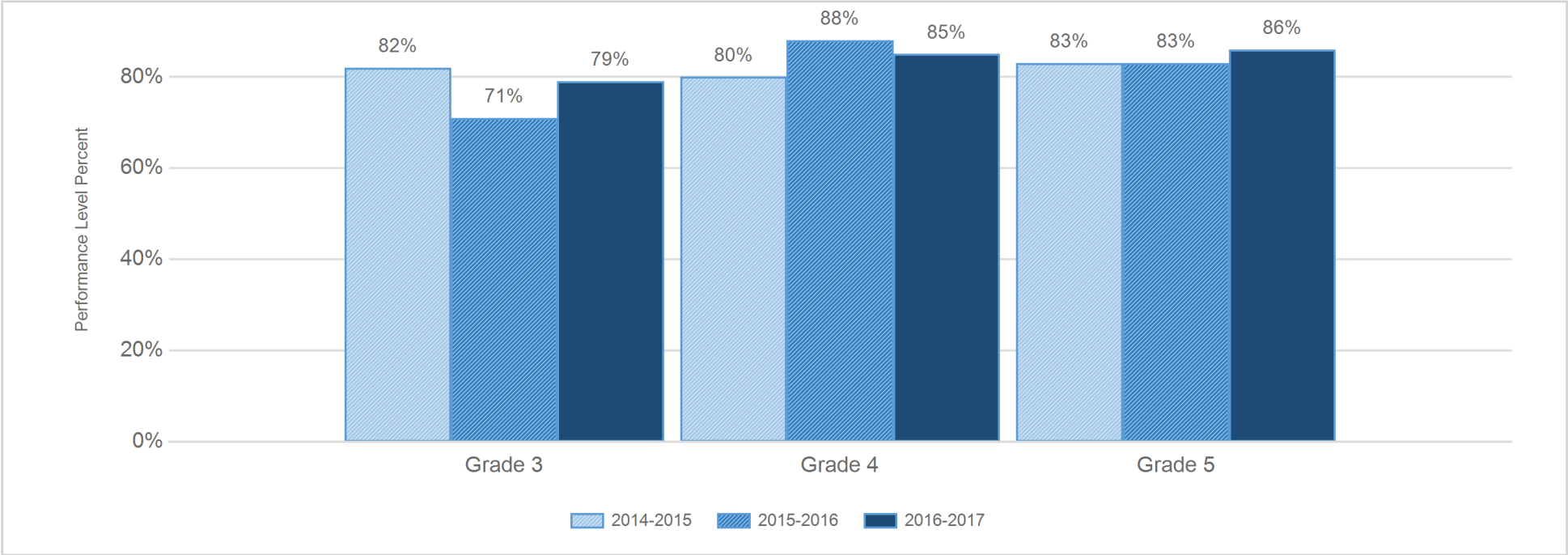


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	246	98.9	74.00	69.60	43.50	74	73.5	Met Target
White	117	98.5	64.10	63.20	52.40	64.1	66.6	Met Target†
Hispanic	11	100.0	45.50	54.50	27.60	45.5	**	**
Black or African American	12	100.0	25.00	47.30	21.70	25	**	**
Asian, Native Hawaiian, or Pacific Islander	100	99.1	96.00	87.80	75.60	96	80	Met Goal
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	118	97.7	70.30	68.00	44.10	70.3		
Male	128	100.0	77.30	71.10	42.90	77.3		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	30	97.0	26.60	31.00	16.50	26.6	41	Not Met
Students without Disabilities	216	99.2	80.50	76.40	48.80	80.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	775	781	751	*	*	20%	32%	39%	71%	53%
White	39	763	774	759	*	*	31%	31%	26%	56%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	37	800	800	779	0%	0%	0%	35%	65%	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	48	771	778	751	*	*	*	31%	33%	65%	52%
Male	41	781	783	751	*	*	*	32%	46%	78%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	771	767	747	*	*	12%	58%	20%	79%	47%
White	45	763	761	755	0%	*	*	62%	*	71%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	32	791	783	774	0%	0%	0%	59%	41%	100%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	36	763	764	747	0%	*	*	61%	*	69%	47%
Male	53	777	770	747	0%	*	*	57%	*	85%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	89	771	*	757	*	*	12%	58%	20%	79%	61%
Students with Disabilities	11	734	*	724	0%	*	*	*	0%	18%	22%
Students without Disabilities	78	777	*	751	0%	*	*	*	23%	87%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	89	771	767	749	*	*	12%	58%	20%	79%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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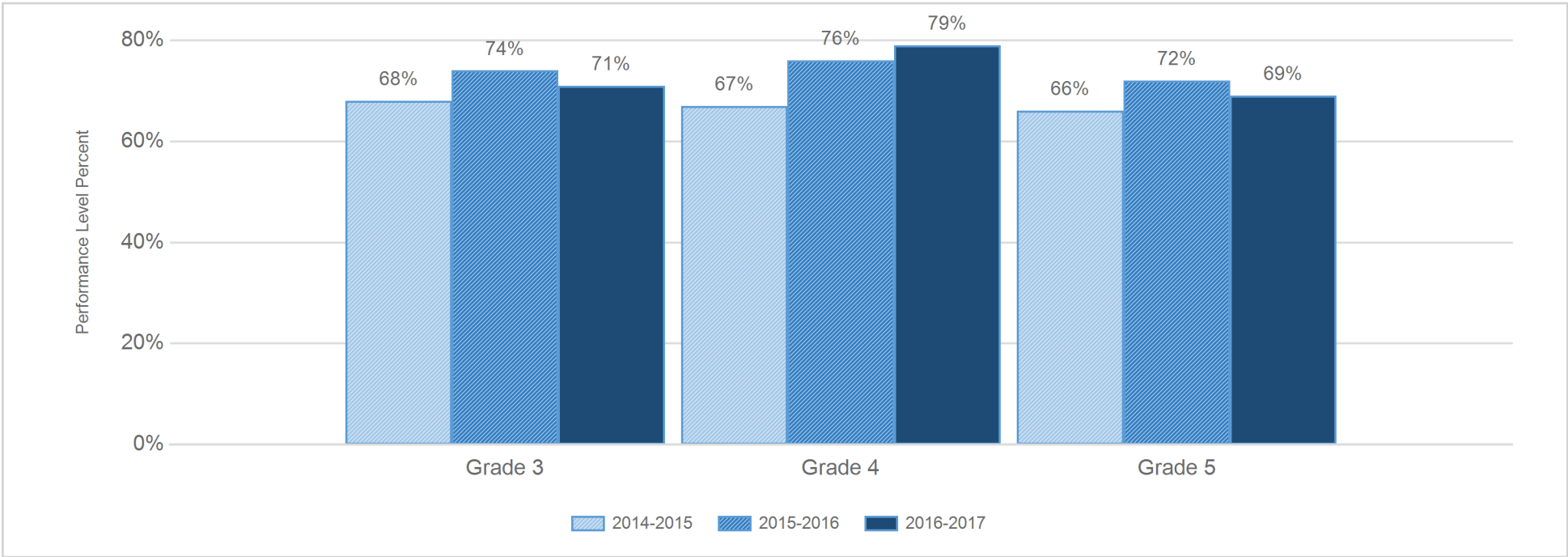
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	770	767	747	*	*	19%	39%	30%	69%	46%
White	39	755	759	754	*	*	26%	39%	*	54%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	37	789	785	774	*	*	*	43%	46%	89%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	46	769	764	747	*	*	*	44%	28%	72%	47%
Male	37	771	770	746	*	*	*	32%	32%	65%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	83	770	767	748	*	*	19%	39%	30%	69%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

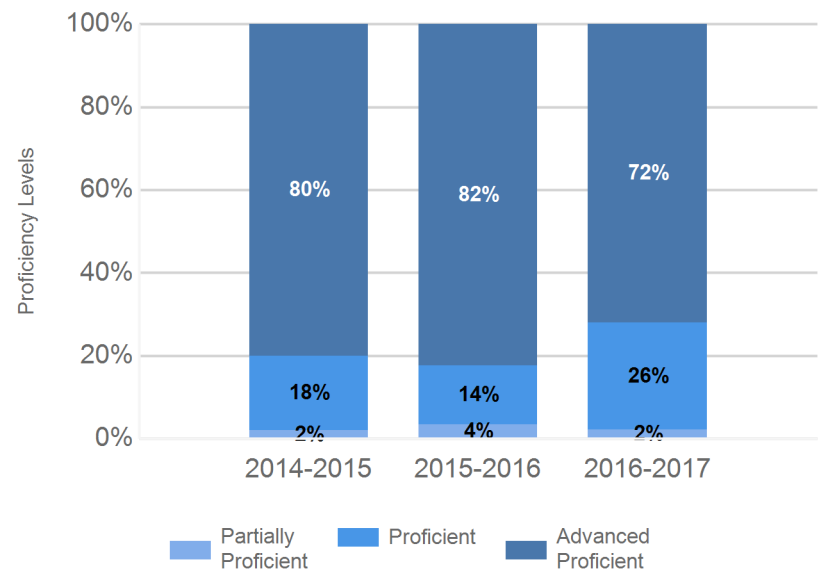
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	72%	26%	2%
White	60%	38%	*
Hispanic	*	*	N
Black or African American	*	N	*
Asian, Native Hawaiian, or Pacific Islander	97%	3%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	46%	46%	8%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	65	63	50	Exceeds Target	55	55	50	Met Target
White	64	62	50	Exceeds Target	57	51.5	52	Met Target
Hispanic	*	60	49	**	*	60.5	47	**
Black or African American	*	66	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	77	66	60	Exceeds Target	53	62	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	64	51	**	*	65	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	34	49	41	**	49	52	43	**
English Learners	*	56	53	**	*	68	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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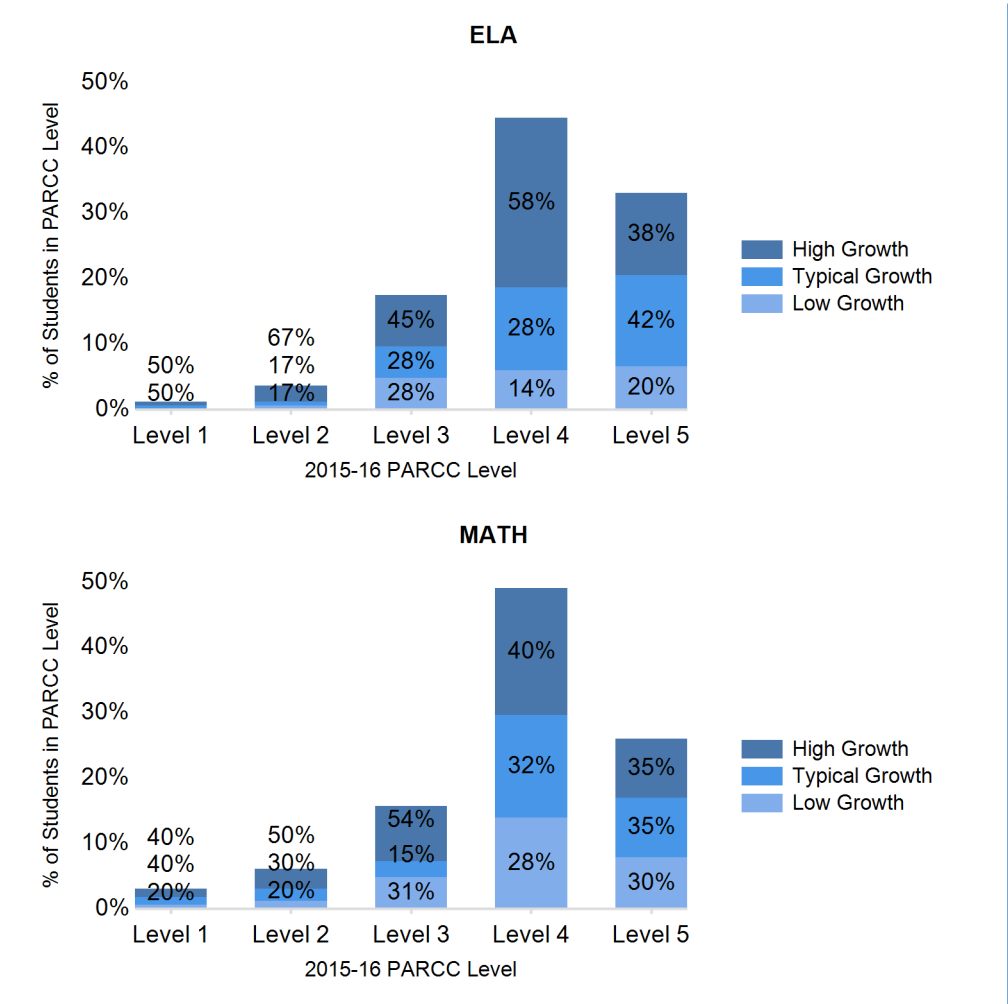
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

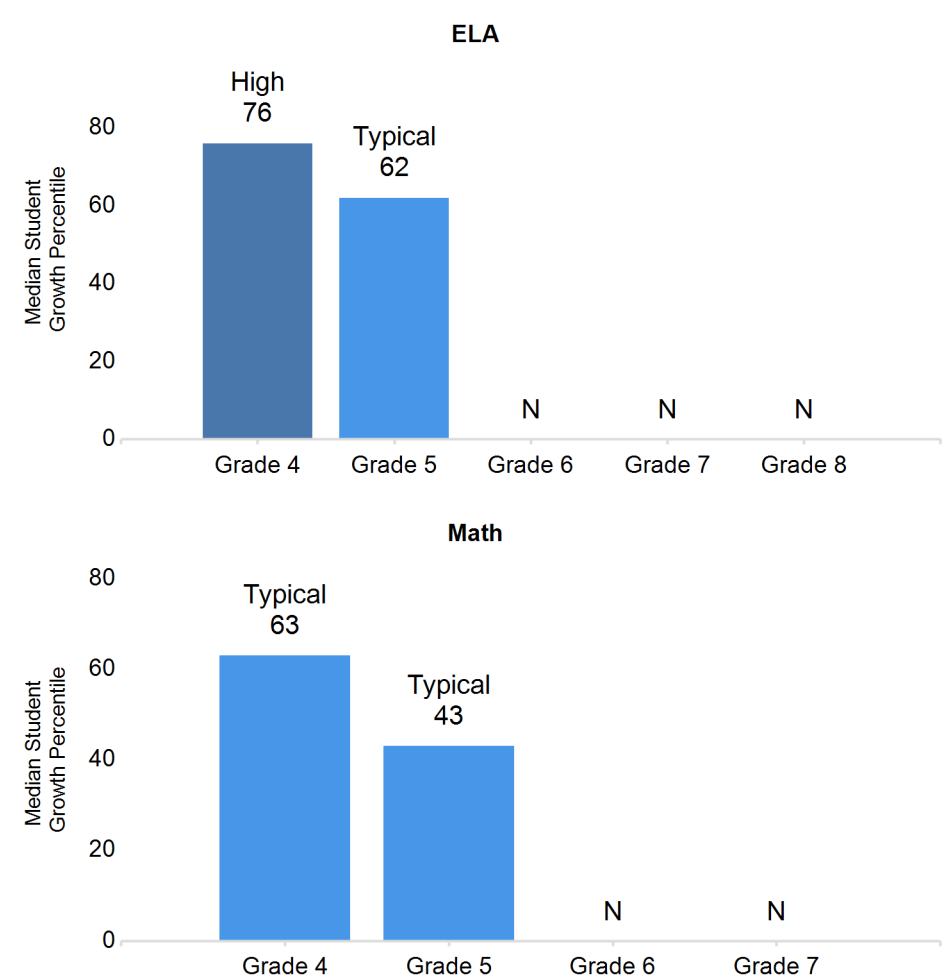
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

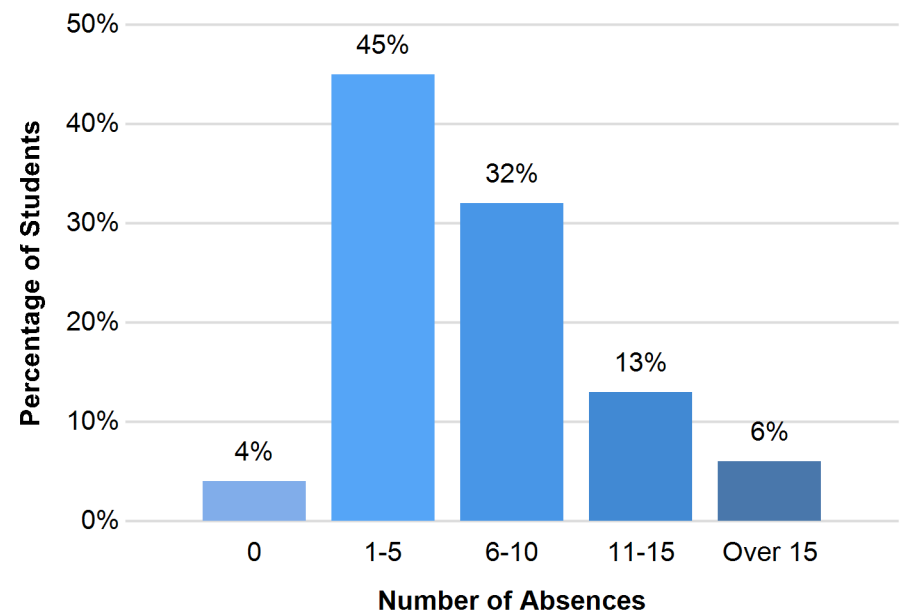
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.60	8.40	Met Target
White	2.60	8.40	Met Target
Hispanic	4.50	8.40	Met Target
Black or African American	0	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.10	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	7.30	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

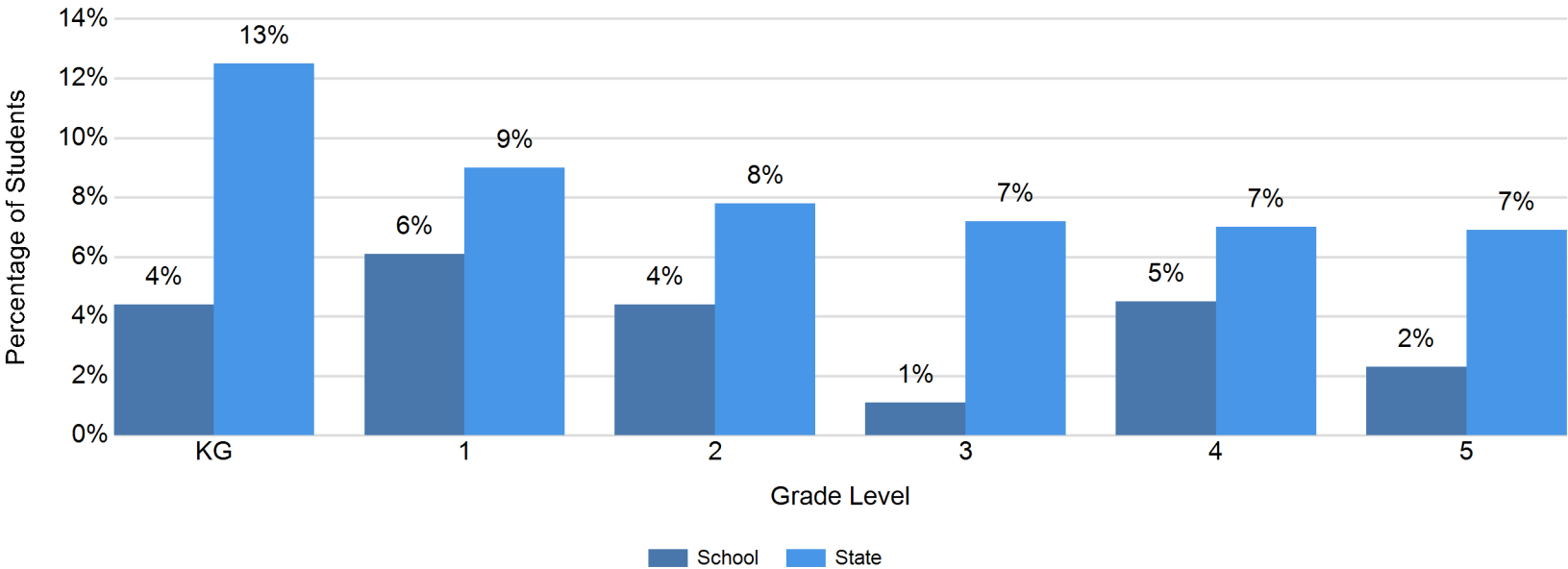
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.64

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	168.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$15,208	\$15,485



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	120,724
Average years experience in public schools	14.9	11.8
Average years experience in district	12.9	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	36	9,506
Average years experience in public schools	15.4	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	469:1	165:1
Librarian/Media Specialists		592:1
Nurses		740:1
Counselors		269:1
Child Study Team		228:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	88.5	17.5%
Mathematics Proficiency	84.8	17.5%
English Language Arts Growth	92.2	25.0%
Mathematics Growth	56.1	25.0%
Chronic Absenteeism	82.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		79.7
Summative Rating: Percentile rank of Summative Score		90.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	79.7	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
White	78.3	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	67.5	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Not Met	Not Met	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Healy	Email Address:	chealy@livingston.org
Address:	148 N LIVINGSTON AVE LIVINGSTON, NJ 07039-2121	Website:	www.livingston.org
Phone:	(973)535-8000	Facebook:	www.facebook.com/LivSchools

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. • All students receive instruction in world language, physical and computer education, art, media, and music. • Character education lessons and mindfulness activities are incorporated into the school day for each child.
Mission, Vision, Theme:	A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners.
Awards, Recognition, Accomplishments:	A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators.



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 Courses, Curriculum, Instruction:	We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.
 Sports and Athletics:	Students participate in physical education classes on a regular basis that encourage them to develop sportsmanship, physical fitness, and healthy lifelong habits. The district is committed to providing students with an excellent educational experience while being mindful of our responsibility to their overall health and wellness. Curriculum ensures the safety and well-being of all students. Health and PE is a vital component, with mindfulness a focus in all grades.
 Clubs and Activities:	A variety of clubs and activities are offered at each school through the home school association.



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 Staff and Professional Learning:	The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.
 Student Supports and Services:	The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. pre-K program, Applied Behavior Analysis Programming, 18-21 Transition Programming, Career Internship Program at LHS, LINKS & ESS programs for students with social-emotional needs k-12, & a vibrant alternative program in our Monmouth Court Campus for LHS students.
 Student Health and Wellness:	The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the Health and PE curriculum.
 Parent and Community Involvement:	The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections.



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A blue icon of a school building with a flag on top. Facilities:	Each school is welcoming, safe, nurturing, and healthy. The facilities are maintained and monitored on an ongoing basis to ensure that all systems are properly functioning. Schools have new and updated media centers. All schools have central air conditioning.
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.



Other Information:

English Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school has a Reading Interventionist and a Reading Specialist as well as Basic Skills Math support and Gifted & Talented and Enrichment programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our students.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

- 1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	472	482	466
8	439	489	485
Ungraded	10	3	3
Total	921	974	954

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	50%	51%	47%
Male	50%	50%	53%
Economically Disadvantaged Students	1%	2%	2%
Students with Disabilities	15%	16%	14%
English Learners	1%	1%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	62.7%
Asian	27.5%
Hispanic	3.8%
Black or African American	3.1%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	2.8%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	73.3%
Chinese	10.6%
Russian	2.8%
Hindi	2.3%
Spanish	2.2%
Other	8.4%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	902	98.1	89.00	81.60	54.90	89	71	Met Goal
White	569	97.7	86.00	77.80	63.90	86	64.7	Met Goal
Hispanic	33	97.3	75.80	71.50	39.80	75.8	44	Met Target
Black or African American	24	96.6	91.60	68.40	35.20	91.6	48.5	Met Goal
Asian, Native Hawaiian, or Pacific Islander	249	99.6	97.20	92.50	80.70	97.2	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	27	96.4	92.60	83.60	54.90	92.6	N	N
Female	426	97.1	93.20	86.50	62.20	93.2		
Male	476	99.0	85.30	77.00	48.10	85.3		
Economically Disadvantaged Students	23	96.4	60.90	51.30	36.20	60.9	N	N
Non-Economically Disadvantaged Students	879	98.2	89.80	82.30	65.80	89.8		
Students with Disabilities	121	93.9	50.40	41.20	20.50	49.8	30.7	Met Target
Students without Disabilities	781	98.8	95.00	88.90	61.90	95		
English Learners	12	100.0	91.70	67.70	25.20	91.7	**	**
Non-English Learners	890	98.1	89.00	82.00	57.40	89		
Homeless Students	N	N	N	N	26.40	N		
Students in Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	456	785	785	756	*	*	6%	37%	52%	90%	59%
White	263	777	777	764	*	*	9%	45%	41%	86%	69%
Hispanic	22	773	773	742	0%	*	*	46%	*	82%	44%
Black or African American	11	782	782	737	0%	0%	*	*	*	82%	38%
Asian, Native Hawaiian, or Pacific Islander	144	799	799	784	*	*	*	23%	74%	97%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	16	789	789	757	*	*	*	*	63%	100%	59%
Female	195	789	789	764	*	*	*	33%	61%	93%	68%
Male	261	781	781	749	*	*	*	41%	46%	87%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	46	744	744	719	*	*	*	35%	*	50%	19%
Students without Disabilities	410	789	789	763	*	*	*	38%	*	94%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	456	785	785	758	*	*	6%	37%	52%	90%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	476	789	789	757	*	*	8%	42%	46%	88%	59%
White	319	782	782	764	*	*	10%	48%	38%	86%	68%
Hispanic	14	762	762	742	0%	0%	*	*	*	64%	44%
Black or African American	17	780	780	738	*	*	*	*	*	82%	39%
Asian, Native Hawaiian, or Pacific Islander	115	811	811	786	0%	0%	0%	25%	75%	100%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	11	786	786	758	0%	0%	*	*	*	82%	60%
Female	241	799	799	766	*	*	5%	32%	62%	94%	68%
Male	235	778	778	749	*	*	12%	53%	30%	83%	50%
Economically Disadvantaged Students	12	780	780	739	*	*	*	*	*	75%	40%
Non-Economically Disadvantaged Students	464	789	789	766	*	*	*	*	*	89%	69%
Students with Disabilities	72	751	751	718	*	*	29%	39%	*	51%	18%
Students without Disabilities	404	795	795	764	*	*	5%	43%	*	95%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	476	789	789	759	*	*	8%	42%	46%	88%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

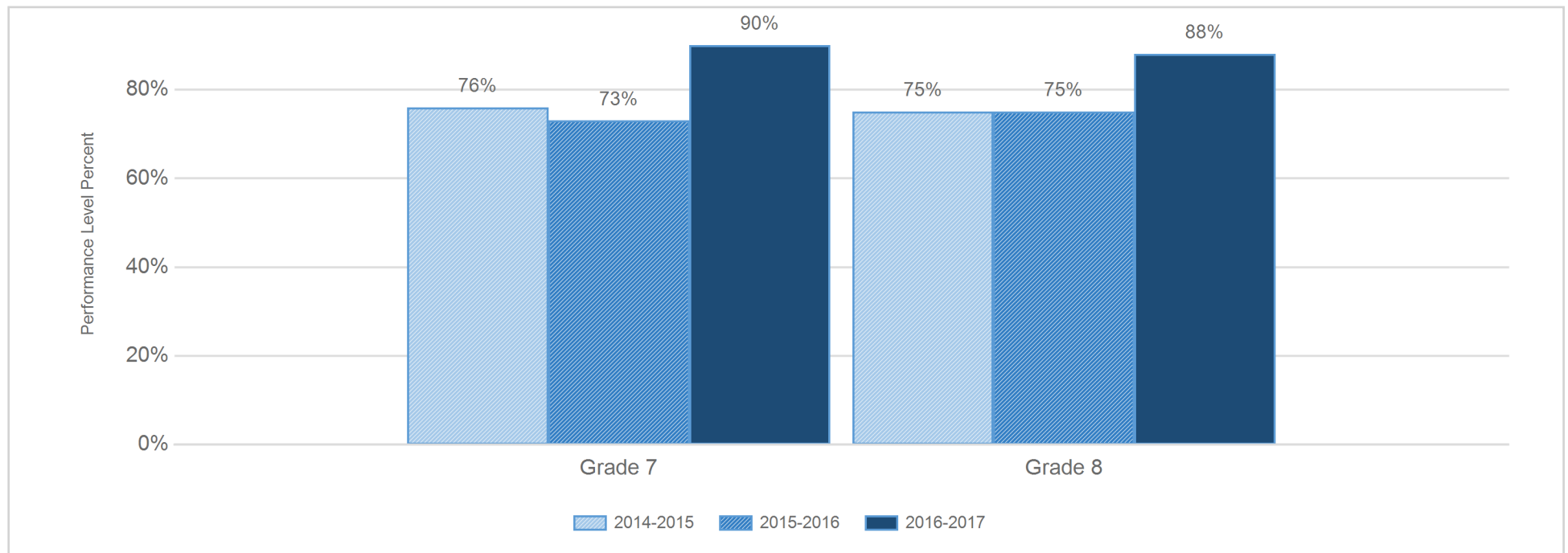


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	903	98.3	75.40	69.60	43.50	75.4	58.7	Met Target
White	569	97.8	69.60	63.20	52.40	69.6	50.6	Met Target
Hispanic	34	100.0	58.80	54.50	27.60	58.8	32.6	Met Target
Black or African American	24	96.7	66.70	47.30	21.70	66.7	52.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	249	99.6	91.90	87.80	75.60	91.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	27	96.4	74.10	76.40	44.90	74.1	N	N
Female	428	97.6	75.50	68.00	44.10	75.5		
Male	475	99.0	75.40	71.10	42.90	75.4		
Economically Disadvantaged Students	23	100.0	47.80	40.30	25.10	47.8	N	N
Non-Economically Disadvantaged Students	880	98.3	76.10	70.30	54.30	76.1		
Students with Disabilities	121	94.7	33.90	31.00	16.50	33.7	21.7	Met Target
Students without Disabilities	782	98.9	81.80	76.40	48.80	81.8		
English Learners	12	100.0	66.70	64.60	23.30	66.7	**	**
Non-English Learners	891	98.3	75.50	69.80	45.20	75.5		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	405	760	760	741	*	*	25%	58%	10%	68%	40%
White	252	755	755	748	*	8%	30%	56%	*	61%	49%
Hispanic	22	752	752	730	*	*	*	55%	*	59%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	105	772	772	764	*	*	11%	63%	24%	87%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	15	766	766	740	0%	0%	*	73%	*	80%	39%
Female	183	759	759	743	*	*	27%	57%	9%	67%	41%
Male	222	760	760	740	*	*	23%	59%	10%	69%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	46	732	732	716	*	*	*	30%	*	33%	11%
Students without Disabilities	359	763	763	746	*	*	*	62%	*	73%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	405	760	760	742	*	*	25%	58%	10%	68%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	750	750	728	*	10%	28%	57%	*	58%	28%
White	167	749	749	736	*	10%	27%	57%	*	58%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	14	755	755	715	0%	0%	*	*	0%	64%	15%
Asian, Native Hawaiian, or Pacific Islander	14	763	763	747	*	*	*	79%	*	79%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	99	751	751	730	*	*	26%	59%	*	59%	30%
Male	117	750	750	725	*	*	30%	56%	*	57%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	60	732	732	705	*	18%	42%	25%	*	25%	*
Students without Disabilities	156	757	757	734	*	6%	23%	70%	*	71%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	291	783	765	743	*	*	3%	81%	16%	96%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	120	794	787	774	*	*	*	67%	33%	99%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	148	780	763	744	*	*	*	88%	9%	97%	43%
Male	143	786	766	741	*	*	*	73%	22%	96%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	13	769	735	714	*	*	*	85%	*	85%	10%
Students without Disabilities	278	784	770	747	*	*	*	81%	*	97%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	795	753	734	*	*	*	*	88%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	21	797	772	758	*	*	*	*	91%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	24	795	*	740	*	*	*	*	88%	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	24	795	756	738	*	*	*	*	88%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	24	795	*	735	*	*	*	*	88%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

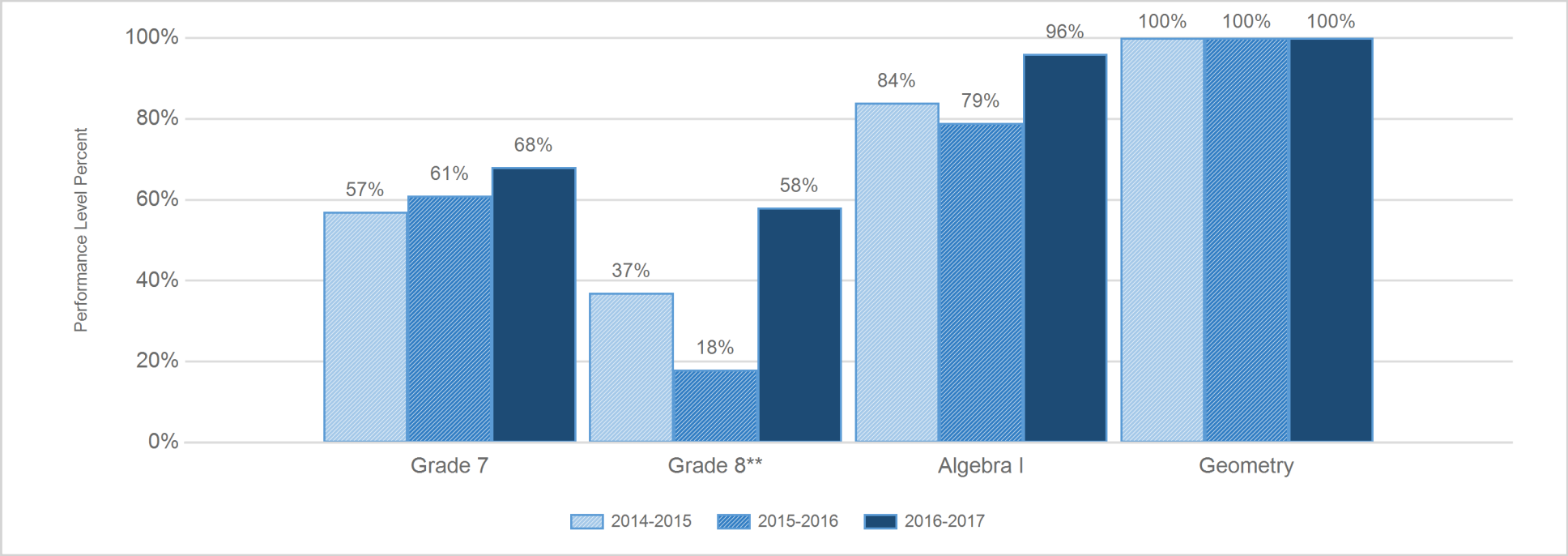


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

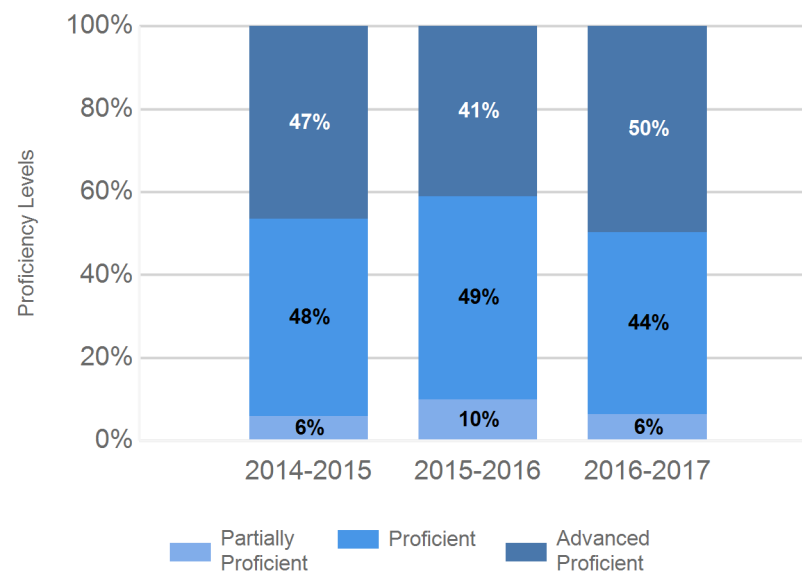
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	50%	44%	6%
White	41%	51%	8%
Hispanic	43%	29%	29%
Black or African American	17%	78%	6%
Asian, Native Hawaiian, or Pacific Islander	80%	19%	1%
American Indian or Alaska Native	N	N	N
Two or More Races	36%	64%	N
Economically Disadvantaged Students	42%	33%	25%
Students with Disabilities	25%	49%	25%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	72	63	50	Exceeds Target	54	55	50	Met Target
White	72	62	50	Exceeds Target	49	51.5	52	Met Target
Hispanic	61.5	60	49	Exceeds Target	62	60.5	47	Exceeds Target
Black or African American	82	66	45	Exceeds Target	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	72	66	60	Exceeds Target	68.5	62	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	70.5	64	51	Exceeds Target	*	65	52	**
Economically Disadvantaged	77	57	47	**	*	39	46	**
Students with Disabilities	69	49	41	Exceeds Target	41	52	43	Met Target
English Learners	75	56	53	**	*	68	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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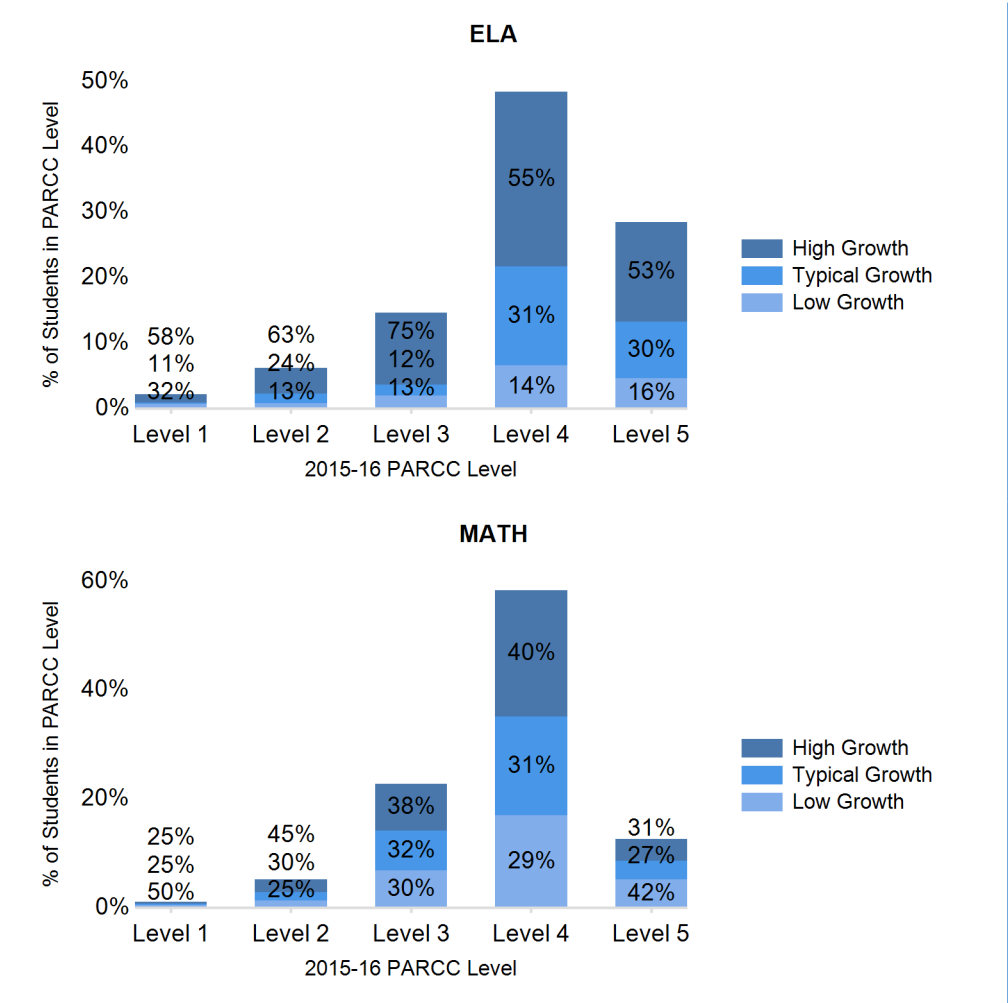
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

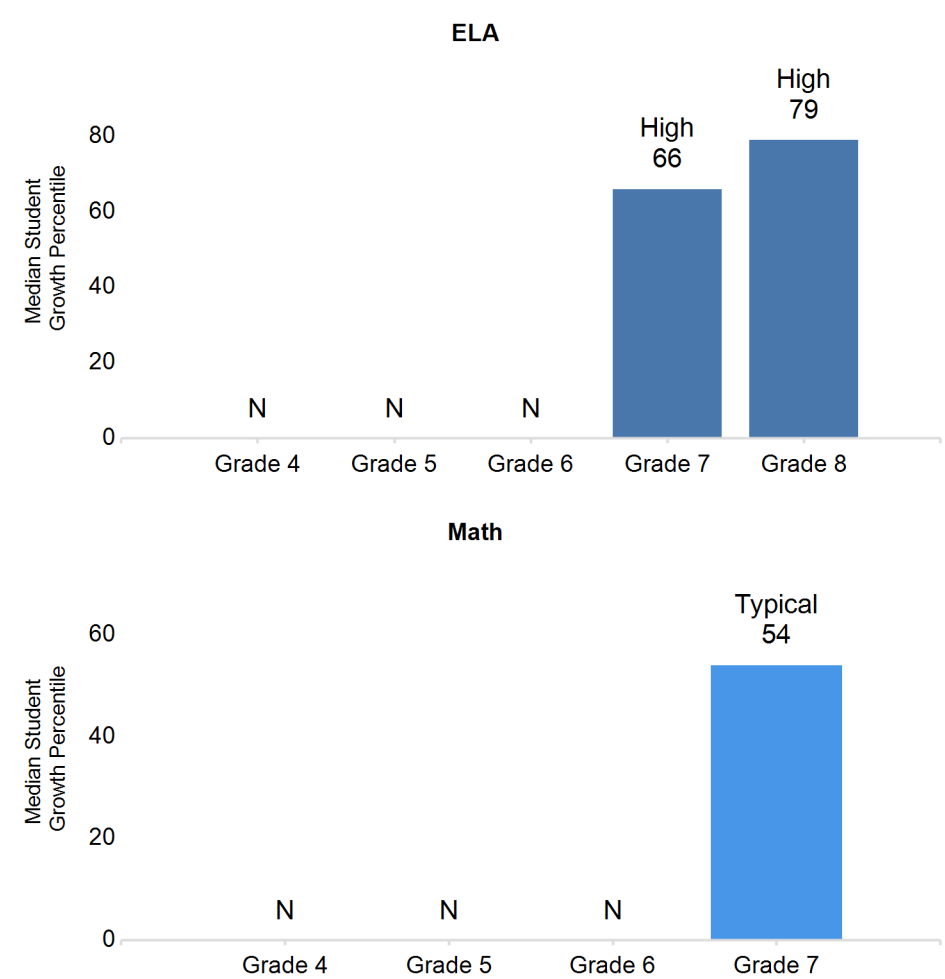
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	54	0	420
8	260	25	229
Schoolwide	314	25	649

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	277	77	70	0	0	40	0
8	294	67	70	0	0	31	0
Schoolwide	571	144	140	0	0	71	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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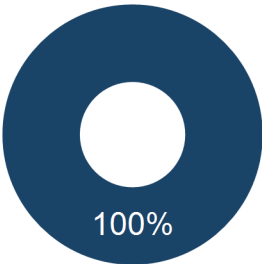
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Visual and Performing Arts – Course Participation

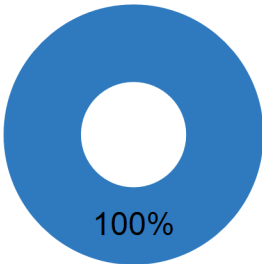
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

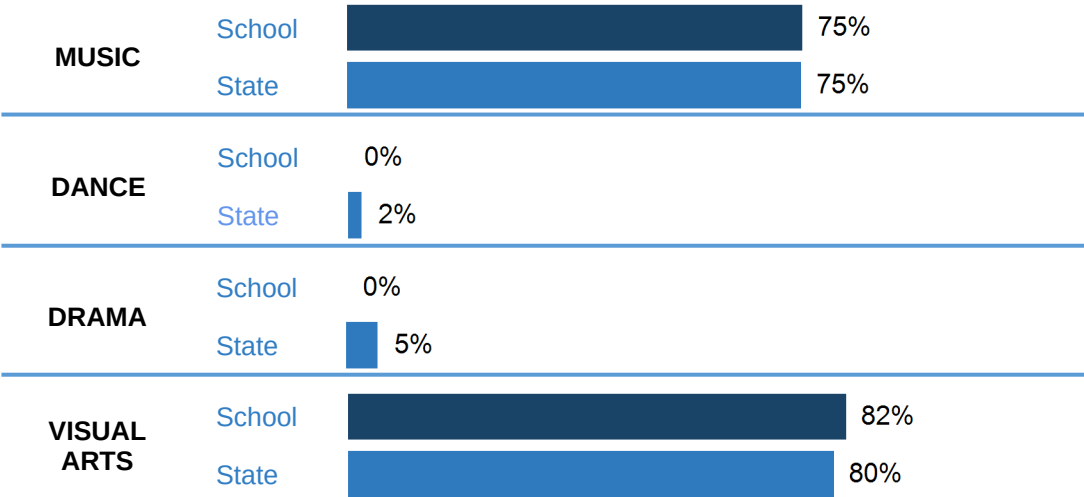


School



State

Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

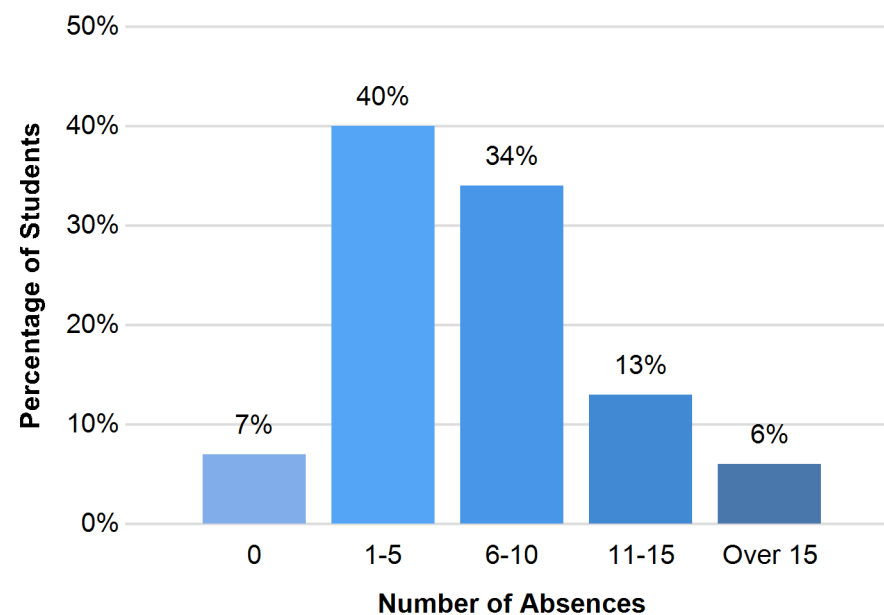
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.80	9.10	Met Target
White	5.20	9.10	Met Target
Hispanic	2.70	9.10	Met Target
Black or African American	3.30	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.10	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	9.10	Met Target
Economically Disadvantaged Students	8.70	9.10	Met Target
Students with Disabilities	7.30	9.10	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



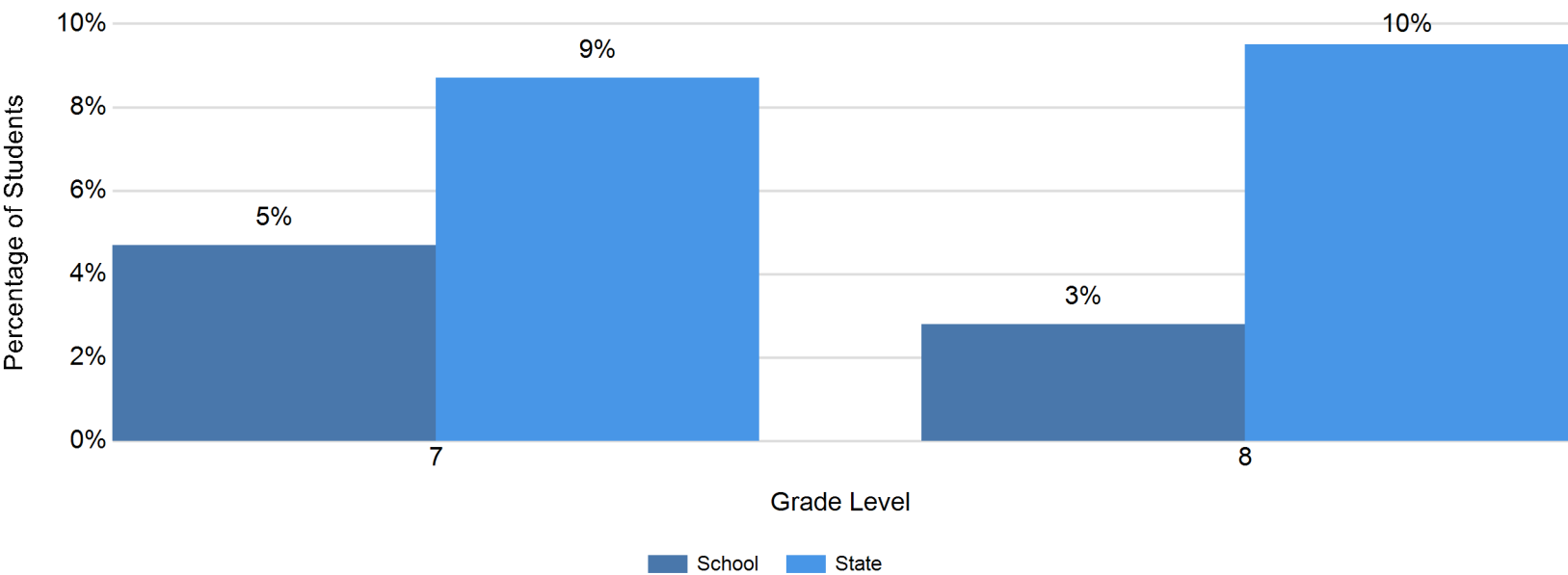


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 49 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.26

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.8%
Out-of-School Suspensions	0.8%
Any Suspension	1.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	168.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$15,208	\$15,485



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	78	120,724
Average years experience in public schools	11.9	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	78%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	36	9,506
Average years experience in public schools	15.4	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	318:1	165:1
Librarian/Media Specialists		592:1
Nurses		740:1
Counselors		269:1
Child Study Team		228:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

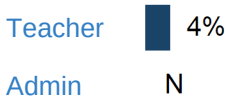
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	98.5	17.5%
Mathematics Proficiency	92.9	17.5%
English Language Arts Growth	97.5	25.0%
Mathematics Growth	63.2	25.0%
Chronic Absenteeism	83.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		86.3
Summative Rating: Percentile rank of Summative Score		96.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	86.3	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
White	73.7	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	91.6	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	98.3	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	**	No
Asian, Native Hawaiian, or Pacific Islander	86.1	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	91.2	11.9	No	N	N	Met Target	Exceeds Target	**	No
Economically Disadvantaged Students	**	**	No	N	N	Met Target	**	**	No
Students with Disabilities	78.1	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Kelly	Email Address:	skelly@livingston.org
Address:	20 FOXCROFT DR LIVINGSTON, NJ 07039-2614	Website:	www.livingston.org
Phone:	(973)535-8000	Facebook:	www.facebook.com/LivSchools

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Highlights:	• Hosted Challenge Day Program the past two years to address the social and emotional needs of its students. • Through our Advisory Program, HMS provides its students a program to get involved in leadership opportunities. • HMS is in its second year of providing each of our students with a one-to-one technology device.
 Mission, Vision, Theme:	A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. We focus on helping our students become independent learners who are college and career ready while ensuring they remain healthy and whole academically, physically, socially and emotionally.
 Awards, Recognition, Accomplishments:	The Femineers had teams receive recognition at the 2017 NJ Regional Future City Design Challenge that included 7th place overall, best land surveying principals and best transportation system. The HMS Technology Student Association had students place in first, second and third place in a variety of categories at the 2017 NJ Competition, with select students also qualifying to compete at the National TSA Competition. The HMS MathCounts placed 4th in NJ at the 2017 State Competition.



Heritage Middle School
2016-2017
Grade Span 07-08

13-2730-055
 ESSEX
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 20 FOXCROFT DR
 LIVINGSTON, NJ 07039-2614

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Courses, Curriculum, Instruction:	The organization and delivery of our academic program prepares students by providing them with a comprehensive learning experience that fosters and develops 21st Century Learning Skills. The program also promotes study, organizational and critical thinking skills that help our students build self-confidence, responsibility, self-advocacy and independence. Ultimately, we want to prepare students for life by creating rich academic opportunities to ensure they are future ready.
 Sports and Athletics:	HMS has a partnership with the West Essex YMCA and offers a variety of competitive interscholastic athletic opportunities to our students during the fall, winter and spring seasons. During the fall, students can participate in boys or girls soccer, cross country and girls field hockey. In the winter, we offer students boys and girls basketball and volleyball. During the spring season, students can participate in boys baseball, girls softball and track and field.
 Clubs and Activities:	HMS offers its students an opportunity to get involved and become enriched in a number of co-curricular clubs. Our Student Government and Builders Club offer students leadership opportunities and the chance to give back and connect with greater surrounding community. In the arts, we present a fall drama and spring musical as well as compose a literary magazine. Our clubs also travel and compete in competitions in the fields of mathematics, forensics, science and technology.



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Staff and Professional Learning:	The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. The focus this year is on STEAM, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.
 Student Supports and Services:	The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 18-21 Transition Programming, Career Internship Program at LHS, LINKS & ESS programs for students with social-emotional needs K-12, & a vibrant alternative program in our Monmouth Court Campus for LHS students.
 Student Health and Wellness:	The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the Health and PE curriculum.
 Parent and Community Involvement:	The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections.



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

A blue icon of a school building with a flag on top. Facilities:	Built in 1964, Heritage Middle School originally serviced students in grades 6-8 who lived on the western side of town. In 2002, an addition was put onto the building and the school was redistricted to service all students in grades seven and eight. In 2012 the auditorium underwent a major renovation to offer our students in the arts a state of the art performance center.
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Heritage Middle School
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Other Information:	Heritage Middle School is comprised of 970 students in grades seven and eight. Each student is placed on one of four interdisciplinary teams that consist of their CORE academic teachers. Students entering 7th grade are placed into a mathematics program that is leveled and based upon their readiness level. In addition to our rigorous academic program, we offer our students a wide variety of related arts programs in the fields of music, technology, multimedia, family and consumer science and art that they may choose to become involved in. Our school counseling department has created an Advisory Program designed to have students engage topics covering character education that look to bolster their social skills and promote opportunities for leadership. Heritage Middle School is in its second year of the district's One-to-One Initiative. Teachers utilize online platforms such as Schoology, Google Classroom and Microsoft OneNote to use state of the art technology to harness 21st Century Learning Skills with their students.
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

- 1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	59	39	61
1	61	79	44
2	66	69	82
3	68	73	75
4	74	71	73
5	71	76	71
Ungraded	6	0	1
Total	405	407	407

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	45%	45%	44%
Male	55%	55%	56%
Economically Disadvantaged Students	3%	3%	3%
Students with Disabilities	13%	15%	16%
English Learners	4%	7%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	46.9%
Asian	38.1%
Hispanic	7.4%
Black or African American	2.5%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	4.7%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	63	39	61

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	55.0%
Chinese	20.9%
Spanish	4.7%
Russian	2.9%
Hindi	2.9%
Other	13.1%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	201	98.6	81.60	81.60	54.90	81.6	78.3	Met Goal
White	99	97.2	74.80	77.80	63.90	74.8	73.6	Met Target
Hispanic	14	100.0	85.70	71.50	39.80	85.7	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	74	100.0	90.50	92.50	80.70	90.5	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	90	96.9	88.90	86.50	62.20	88.9		
Male	111	100.0	75.60	77.00	48.10	75.6		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	33	97.3	33.40	41.20	20.50	33.4	37.3	Met Target†
Students without Disabilities	168	98.9	91.10	88.90	61.90	91.1		
English Learners	19	100.0	73.70	67.70	25.20	73.7	**	**
Non-English Learners	182	98.5	82.50	82.00	57.40	82.5		
Homeless Students	N	N	N	N	26.40	N		
Students in Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	790	789	749	*	*	15%	43%	37%	80%	50%
White	35	782	782	759	*	*	*	40%	34%	74%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	28	802	806	775	0%	*	*	39%	46%	86%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	29	801	793	754	*	*	*	41%	52%	93%	55%
Male	46	783	785	745	*	*	*	44%	28%	72%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	15	748	750	720	*	*	*	*	*	40%	24%
Students without Disabilities	60	800	795	755	*	*	*	*	*	90%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	785	779	753	0%	*	*	30%	50%	80%	56%
White	29	778	772	762	0%	*	*	*	48%	76%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	29	800	793	777	0%	*	*	*	62%	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	34	793	780	758	0%	*	*	*	62%	85%	61%
Male	36	777	777	749	0%	*	*	*	39%	75%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	11	739	*	725	*	*	*	*	*	27%	25%
Students without Disabilities	59	793	*	759	*	*	*	*	*	90%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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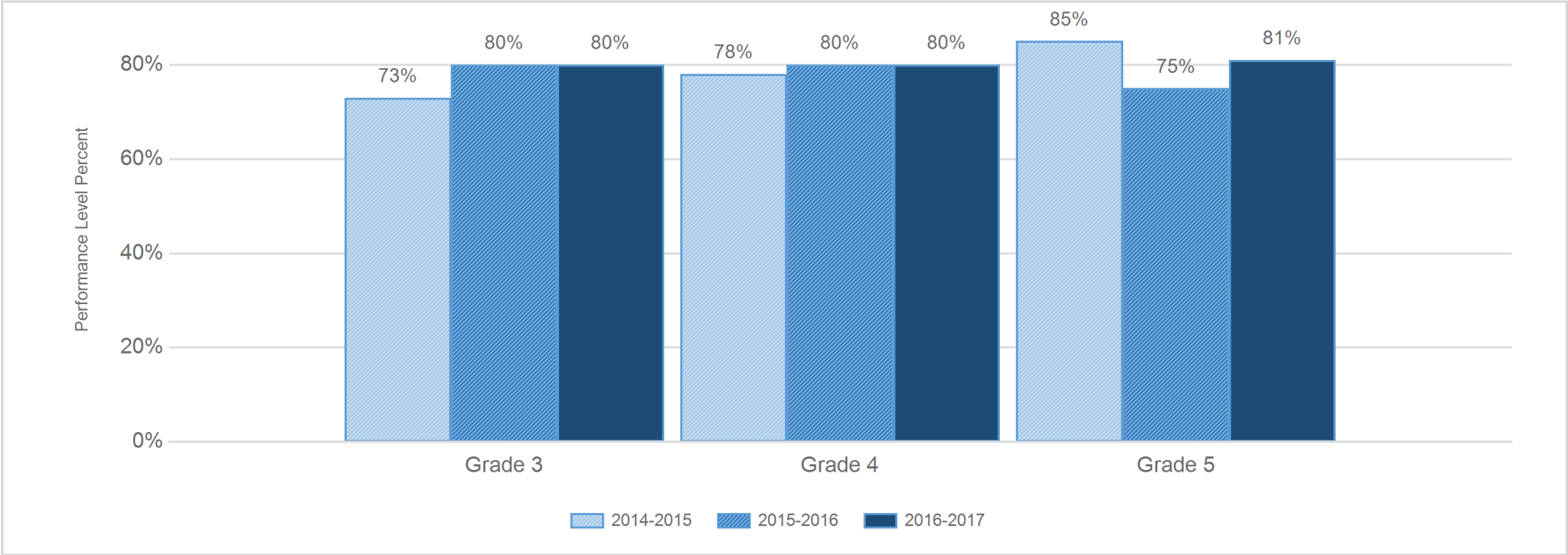
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	774	781	756	*	*	*	70%	*	81%	59%
White	40	769	773	763	*	*	*	65%	*	73%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	22	785	797	779	0%	0%	*	68%	*	91%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	31	780	786	761	*	*	*	74%	*	87%	66%
Male	38	769	774	750	*	*	*	66%	*	76%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	10	734	742	725	*	*	*	*	*	20%	22%
Students without Disabilities	59	781	787	762	*	*	*	*	*	92%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	69	774	*	757	*	*	*	70%	*	81%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	201	98.2	72.20	69.60	43.50	72.2	68.4	Met Target
White	98	96.3	65.30	63.20	52.40	65.3	63.8	Met Target
Hispanic	14	100.0	64.20	54.50	27.60	64.2	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	75	100.0	85.30	87.80	75.60	85.3	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	89	96.0	75.30	68.00	44.10	75.3		
Male	112	100.0	69.60	71.10	42.90	69.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	33	97.3	42.40	31.00	16.50	42.4	42.5	Met Target†
Students without Disabilities	168	98.4	78.00	76.40	48.80	78		
English Learners	20	100.0	65.00	64.60	23.30	65	N	N
Non-English Learners	181	98.0	73.00	69.80	45.20	73		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	780	781	751	*	*	16%	49%	33%	83%	53%
White	35	774	774	759	0%	*	*	54%	*	77%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	28	794	800	779	*	*	*	43%	54%	96%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	29	781	778	751	0%	*	*	55%	*	86%	52%
Male	46	780	783	751	0%	*	*	46%	*	80%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	15	759	753	729	*	*	*	*	*	67%	29%
Students without Disabilities	60	785	785	755	*	*	*	*	*	87%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	772	767	747	*	*	15%	51%	25%	76%	47%
White	29	766	761	755	0%	*	*	66%	*	76%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	30	788	783	774	0%	*	*	37%	47%	83%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	35	774	764	747	*	*	*	57%	*	83%	47%
Male	37	771	770	747	*	*	*	46%	*	70%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	11	736	*	724	*	*	*	*	*	36%	22%
Students without Disabilities	61	779	*	751	*	*	*	*	*	84%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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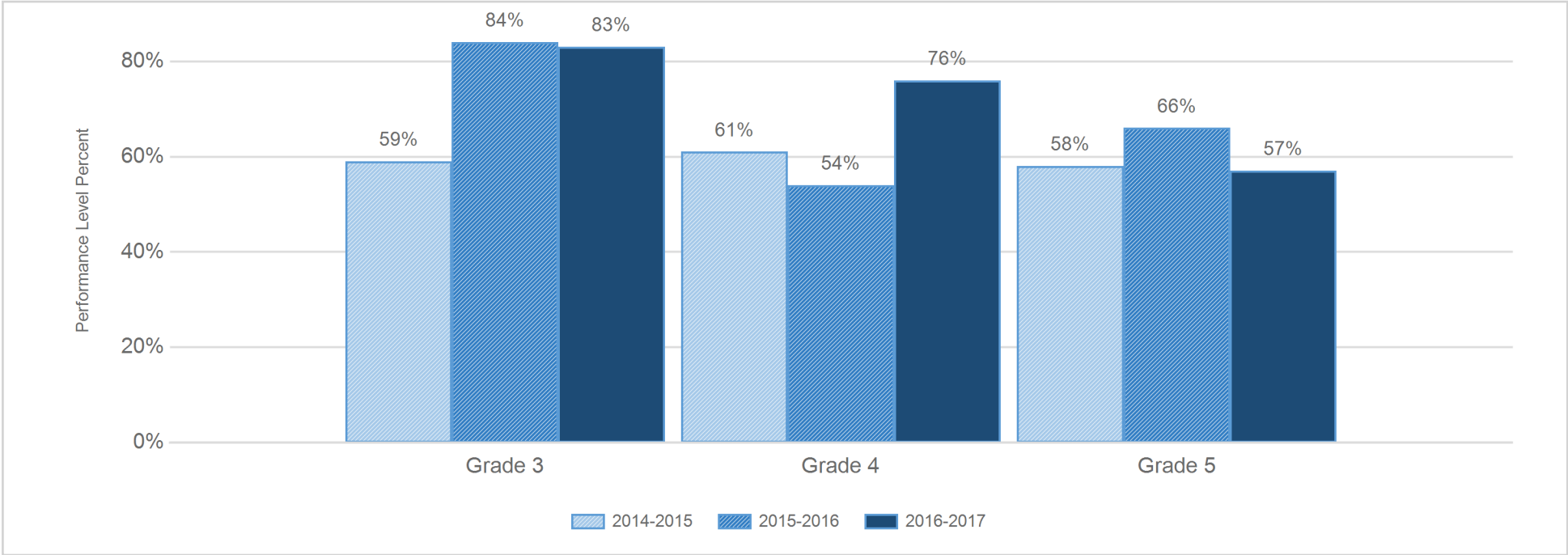
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	758	767	747	*	*	35%	46%	*	57%	46%
White	40	752	759	754	*	*	38%	48%	*	50%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	22	773	785	774	0%	0%	*	46%	*	73%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	31	759	764	747	*	*	45%	45%	*	55%	47%
Male	38	757	770	746	*	*	26%	47%	*	58%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	10	731	740	725	*	*	*	*	*	20%	19%
Students without Disabilities	59	762	771	751	*	*	*	*	*	63%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

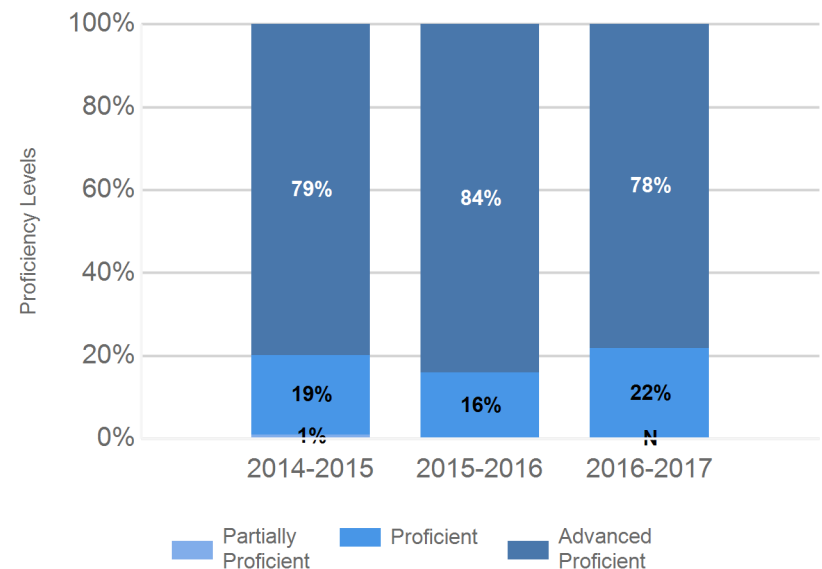
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	78%	22%	N
White	77%	23%	N
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	83%	17%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	36%	64%	N
English Learners	*	*	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45	63	50	Met Target	46	55	50	Met Target
White	42.5	62	50	Met Target	46	51.5	52	Met Target
Hispanic	*	60	49	**	*	60.5	47	**
Black or African American	*	66	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	54	66	60	Met Target	56	62	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	64	51	**	*	65	52	**
Economically Disadvantaged	*	57	47	**	*	39	46	**
Students with Disabilities	27.5	49	41	Not Met	21.5	52	43	Not Met
English Learners	*	56	53	**	*	68	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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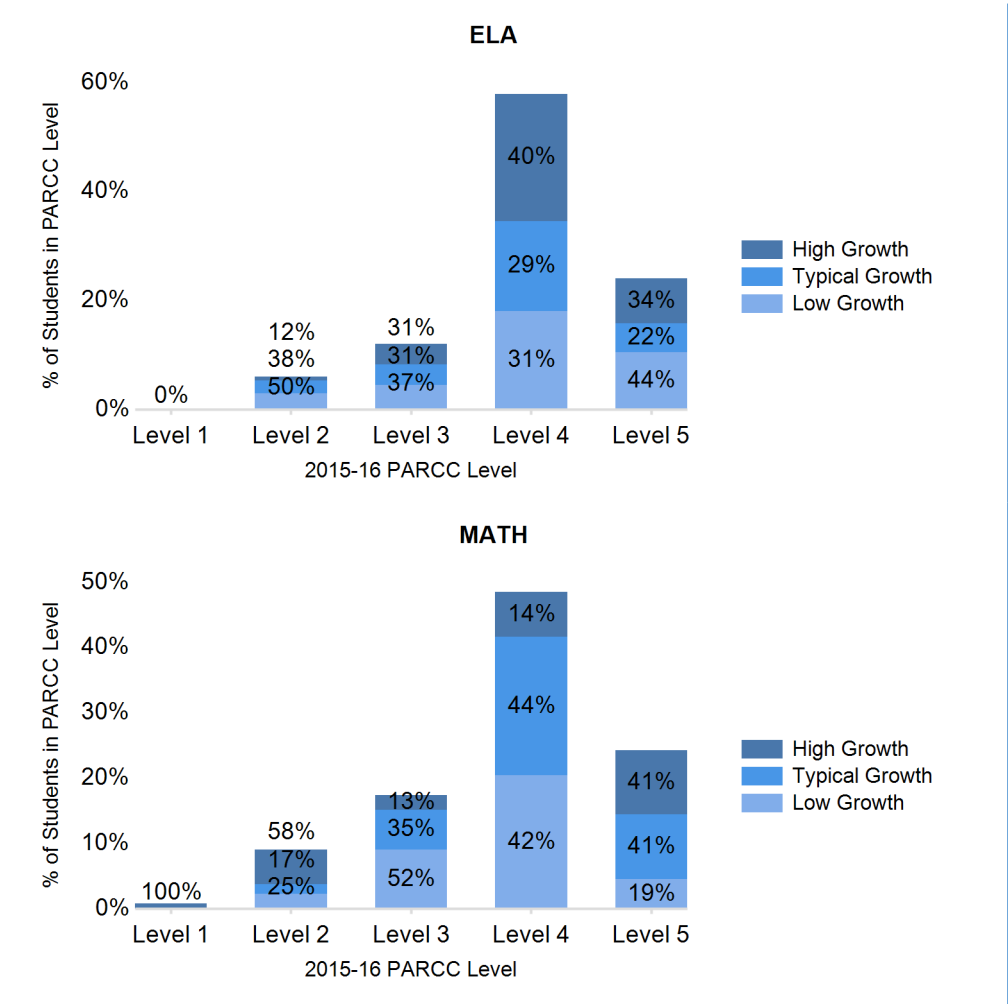
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

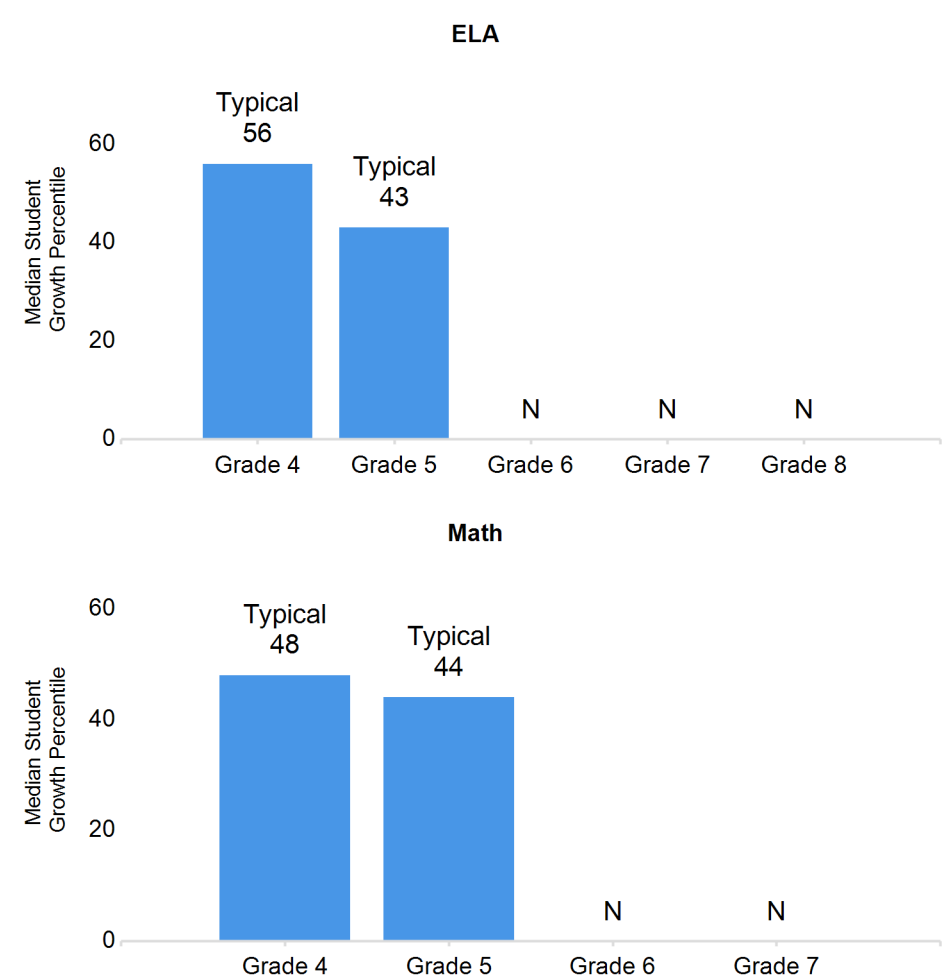
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

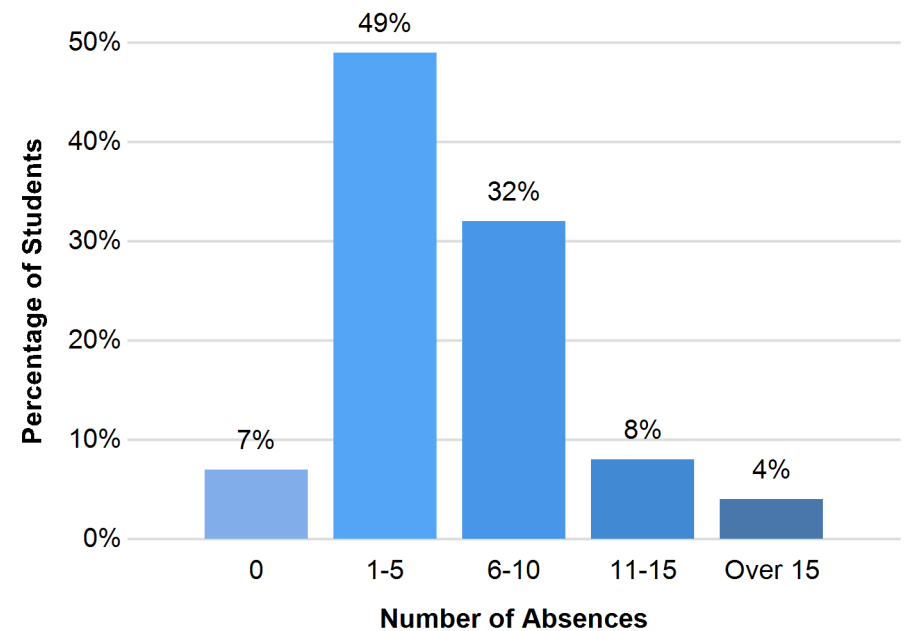
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.70	8.40	Met Target
White	2.60	8.40	Met Target
Hispanic	0	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.30	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	3.00	8.40	Met Target
English Learners	0	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



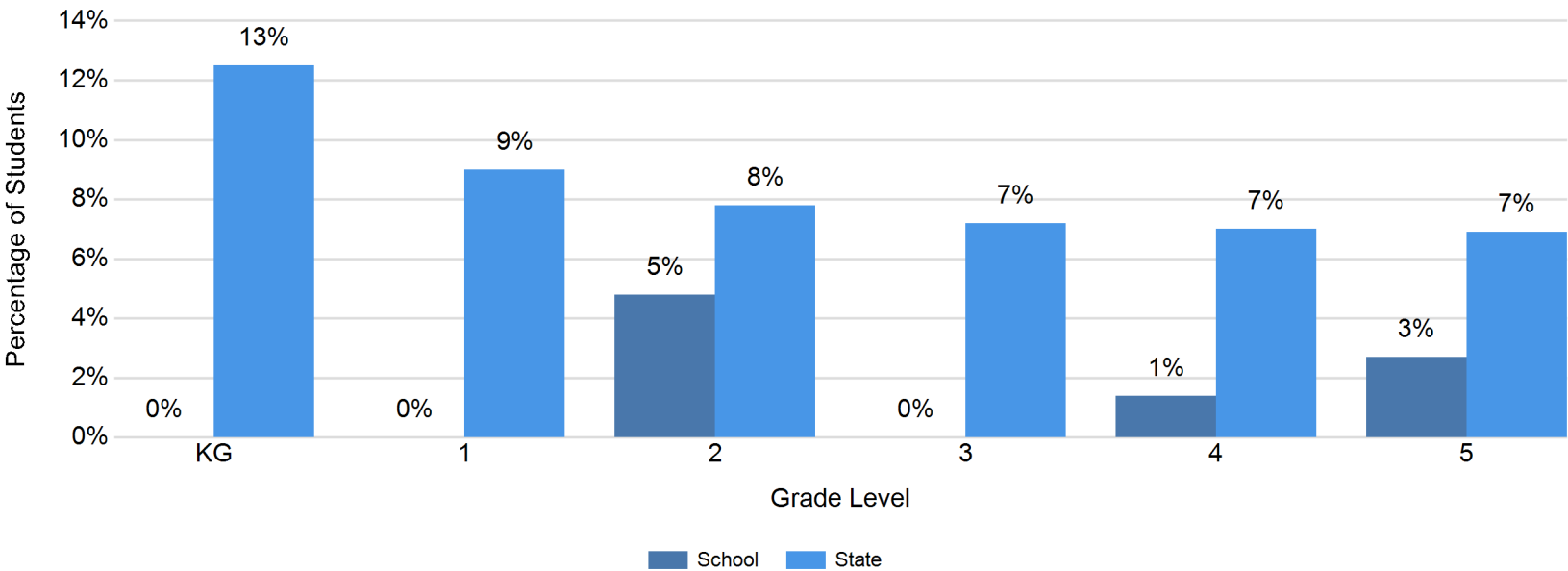


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.25

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	168.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$15,208	\$15,485



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	120,724
Average years experience in public schools	8.1	11.8
Average years experience in district	6.4	10.5
Teachers in district for 4 or more years	58%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	36	9,506
Average years experience in public schools	15.4	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	12:1
Administrators	407:1	165:1
Librarian/Media Specialists		592:1
Nurses		740:1
Counselors		269:1
Child Study Team		228:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	84.5	17.5%
Mathematics Proficiency	88.6	17.5%
English Language Arts Growth	21.1	25.0%
Mathematics Growth	24.0	25.0%
Chronic Absenteeism	97.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		56.1
Summative Rating: Percentile rank of Summative Score		59.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	56.1	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
White	51.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	52.5	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	47.0	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	N	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Gramata	Email Address:	cgramata@livingston.org
Address:	98 BELMONT DRIVE LIVINGSTON, NJ 07039	Website:	www.livingston.org
Phone:	(973)535-8000	Facebook:	www.facebook.com/LivSchools

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. • All students receive instruction in world language, physical and computer education, art, media, and music. • Character education lessons and mindfulness activities are incorporated into the school day for each child.
Mission, Vision, Theme:	A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners.
Awards, Recognition, Accomplishments:	A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators.



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2016-2017
Grade Span KG-05

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ESSEX
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School Narrative

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 Courses, Curriculum, Instruction:	We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.
 Sports and Athletics:	Students participate in physical education classes on a regular basis that encourage them to develop sportsmanship, physical fitness, and healthy lifelong habits. The district is committed to providing students with an excellent educational experience while being mindful of our responsibility to their overall health and wellness. Curriculum ensures the safety and well-being of all students. Health and PE is a vital component, with mindfulness a focus in all grades.
 Clubs and Activities:	A variety of clubs and activities are offered at each school through the home school association.



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 Staff and Professional Learning:	The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.
 Student Supports and Services:	The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 18-21 Transition Programming, Career Internship Program at LHS, LINKS & ESS programs for students with social-emotional needs K-12, & a vibrant alternative program in our Monmouth Court Campus for LHS students.
 Student Health and Wellness:	The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the Health and PE curriculum.
 Parent and Community Involvement:	The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections.



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A blue icon of a school building with a flag on top. Facilities:	Each school is welcoming, safe, nurturing, and healthy. The facilities are maintained and monitored on an ongoing basis to ensure that all systems are properly functioning. Schools have new and updated media centers. All schools have central air conditioning.
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Other Information:

English Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school has a Reading Interventionist and a Reading Specialist as well as Basic Skills Math support and Gifted & Talented and Enrichment programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our students.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	479	438	488
10	449	481	445
11	453	461	487
12	461	447	445
Ungraded	4	13	9
Total	1846	1840	1874

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	2%	1%	2%
Students with Disabilities	12%	13%	12%
English Learners	1%	1%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	64.5%
Asian	25.4%
Hispanic	4.8%
Black or African American	3.5%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
Two or More Races	1.5%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	1872
Shared Time Students	2
Full Time Equivalent	1873

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	81.7%
Chinese	4.9%
Russian	3.2%
Spanish	2.1%
Hindi	1.0%
Other	7.9%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	832	91.4	71.70	81.60	54.90	69	49.6	Met Target
White	538	90.3	66.20	77.80	63.90	62.9	40.1	Met Target
Hispanic	39	85.4	64.10	71.50	39.80	57.2	40.7	Met Target
Black or African American	22	90.0	63.60	68.40	35.20	58.8	40.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	219	95.0	87.30	92.50	80.70	87.3	75.2	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	14	100.0	78.60	83.60	54.90	78.6	**	**
Female	404	88.7	78.70	86.50	62.20	73.6		
Male	428	94.1	65.20	77.00	48.10	64.4		
Economically Disadvantaged Students	20	100.0	55.00	51.30	36.20	*	N	N
Non-Economically Disadvantaged Students	812	91.2	72.20	82.30	65.80	*		
Students with Disabilities	135	92.6	28.90	41.20	20.50	28.5	20.9	Met Target
Students without Disabilities	697	91.2	80.10	88.90	61.90	76.6		
English Learners	11	93.7	18.20	67.70	25.20	17.5	**	**
Non-English Learners	821	91.4	72.50	82.00	57.40	69.7		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	482	772	772	749	2%	3%	16%	49%	29%	78%	52%
White	323	767	767	757	*	*	20%	51%	23%	74%	62%
Hispanic	24	759	759	733	0%	*	*	67%	*	75%	35%
Black or African American	16	752	752	730	*	0%	*	*	*	69%	30%
Asian, Native Hawaiian, or Pacific Islander	108	794	794	777	*	*	*	37%	57%	94%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	10	779	779	746	0%	0%	*	*	*	90%	48%
Female	234	776	776	756	*	*	12%	54%	31%	85%	60%
Male	248	769	769	741	*	*	20%	44%	28%	72%	43%
Economically Disadvantaged Students	13	751	751	731	*	*	*	*	*	69%	32%
Non-Economically Disadvantaged Students	469	773	773	758	*	*	*	*	*	79%	62%
Students with Disabilities	82	738	738	714	*	*	42%	32%	*	34%	13%
Students without Disabilities	400	780	780	754	*	*	11%	53%	*	88%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	377	760	760	743	10%	9%	19%	43%	20%	63%	46%
White	225	751	751	749	12%	12%	22%	42%	12%	54%	52%
Hispanic	17	749	749	728	*	*	*	*	*	53%	34%
Black or African American	10	729	729	725	*	*	*	*	*	40%	31%
Asian, Native Hawaiian, or Pacific Islander	121	782	782	774	*	*	12%	47%	35%	82%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	182	769	769	752	6%	7%	18%	46%	24%	70%	54%
Male	195	752	752	734	14%	11%	19%	41%	15%	56%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	51	724	724	704	22%	26%	35%	*	*	18%	12%
Students without Disabilities	326	766	766	749	8%	6%	16%	*	*	70%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	159	753	753	736	9%	15%	21%	42%	15%	56%	38%
White	74	749	749	738	*	18%	24%	37%	*	49%	40%
Hispanic	10	731	731	731	*	*	*	*	*	20%	34%
Black or African American	11	732	732	728	*	*	*	*	0%	36%	30%
Asian, Native Hawaiian, or Pacific Islander	59	765	765	756	*	*	*	56%	20%	76%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	43	742	742	744	*	*	23%	47%	*	49%	46%
Male	116	756	756	729	*	*	20%	40%	*	59%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	42	724	724	709	*	*	*	*	*	24%	12%
Students without Disabilities	117	763	763	741	*	*	*	*	*	68%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

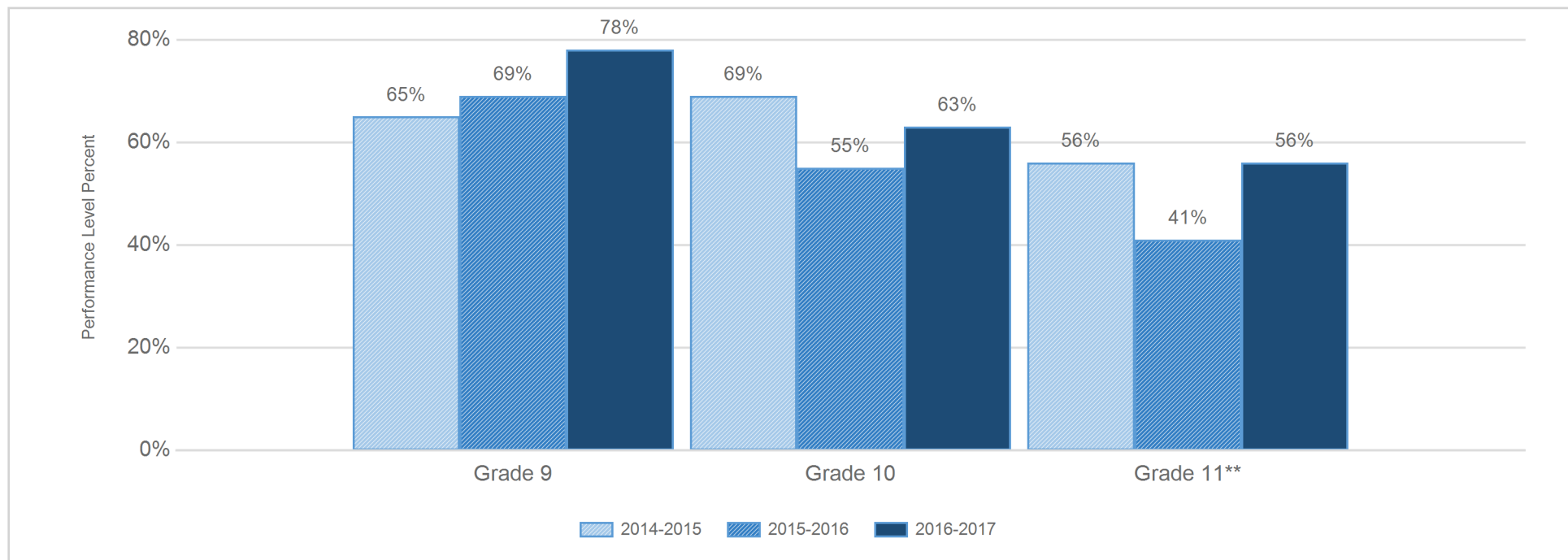


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCELS exam and their performance may not be reflected in the results.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	773	90.9	52.40	69.60	43.50	50.1	36.3	Met Target
White	516	90.1	44.00	63.20	52.40	41.7	25.3	Met Target
Hispanic	35	80.0	48.60	54.50	27.60	40.7	22.5	Met Target
Black or African American	20	88.9	35.00	47.30	21.70	32	N	N
Asian, Native Hawaiian, or Pacific Islander	188	95.2	75.50	87.80	75.60	75.5	69.3	Met Target
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	14	100.0	85.70	76.40	44.90	85.7	**	**
Female	381	88.5	50.40	68.00	44.10	47		
Male	392	93.4	54.40	71.10	42.90	53.3		
Economically Disadvantaged Students	17	95.2	23.50	40.30	25.10	*	N	N
Non-Economically Disadvantaged Students	756	90.8	53.10	70.30	54.30	*		
Students with Disabilities	119	90.9	19.30	31.00	16.50	18.7	18	Met Target
Students without Disabilities	654	90.9	58.40	76.40	48.80	55.7		
English Learners	10	93.3	30.00	64.60	23.30	28.6	**	**
Non-English Learners	763	90.9	52.60	69.80	45.20	50.3		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	738	765	743	*	20%	54%	25%	*	25%	42%
White	152	736	*	751	*	21%	56%	20%	*	20%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	23	748	787	774	0%	*	*	52%	0%	52%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	101	739	763	744	*	21%	51%	27%	*	27%	43%
Male	99	737	766	741	*	18%	57%	22%	*	22%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	64	728	735	714	*	31%	50%	*	*	13%	10%
Students without Disabilities	136	742	770	747	*	14%	55%	*	*	30%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	365	750	753	734	*	7%	35%	50%	*	55%	30%
White	256	746	*	740	*	8%	39%	48%	*	50%	38%
Hispanic	19	750	750	722	0%	0%	*	*	*	53%	14%
Black or African American	13	744	744	719	0%	*	*	*	0%	54%	*
Asian, Native Hawaiian, or Pacific Islander	70	764	772	758	*	*	21%	59%	17%	76%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	178	750	*	735	*	8%	39%	47%	*	52%	31%
Male	187	751	*	733	*	6%	32%	54%	*	59%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	54	731	731	711	*	*	48%	19%	*	20%	*
Students without Disabilities	311	753	756	738	*	*	33%	56%	*	61%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	280	761	761	725	5%	13%	18%	51%	13%	64%	28%
White	149	751	751	731	*	17%	20%	50%	*	56%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	112	778	778	761	*	*	14%	54%	25%	79%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	124	761	761	725	*	13%	21%	53%	*	64%	27%
Male	156	761	761	725	*	13%	15%	49%	*	64%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	14	735	735	692	*	*	*	*	*	43%	*
Students without Disabilities	266	763	763	729	*	*	*	*	*	65%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

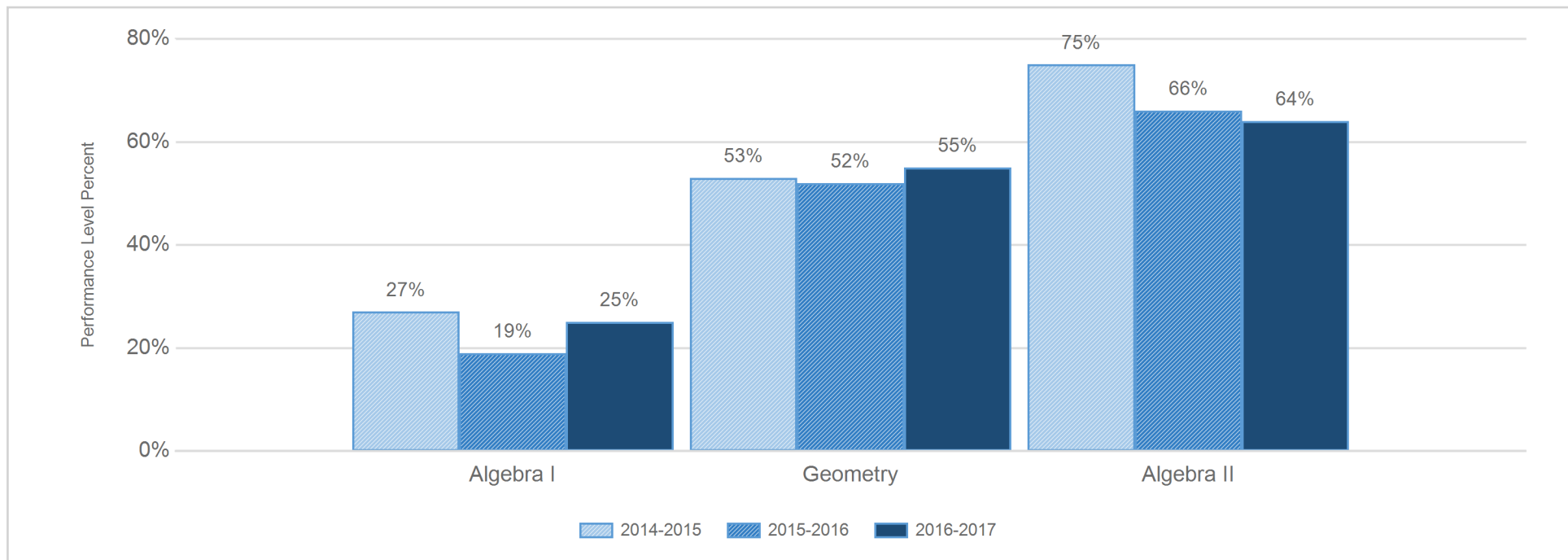


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

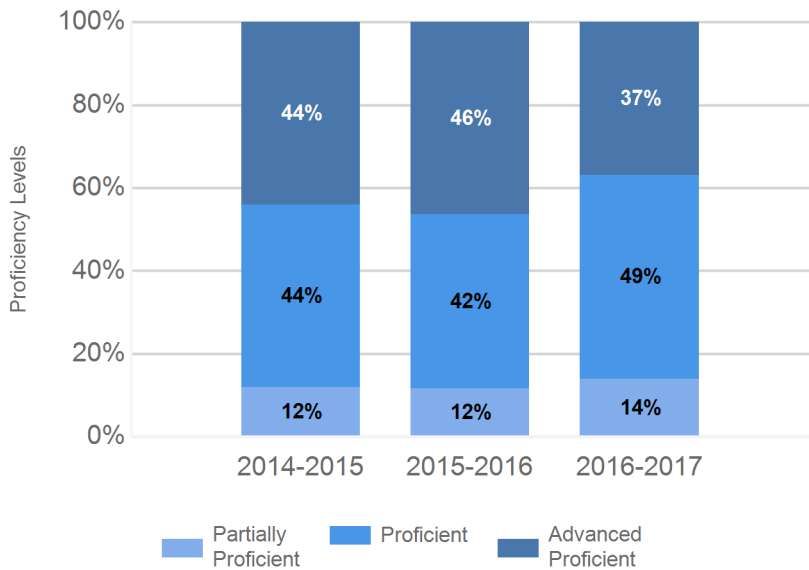
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	37%	49%	14%
White	30%	55%	15%
Hispanic	25%	57%	18%
Black or African American	26%	37%	37%
Asian, Native Hawaiian, or Pacific Islander	61%	33%	5%
American Indian or Alaska Native	N	*	N
Two or More Races	46%	*	8%
Economically Disadvantaged Students	40%	10%	50%
Students with Disabilities	9%	43%	49%
English Learners	*	*	N

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	67.8%	89.4%
Percentage of students taking the SAT	80.9%	70.0%
Percentage of students taking the ACT	68.1%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	566	481	Varies By Grade	93%	67%
PSAT - Math	575	483	Varies By Grade	77%	49%
SAT - Reading and Writing	615	551	480	93%	77%
SAT - Math	625	552	530	84%	58%
ACT - Reading	27	24	22	81%	65%
ACT - English	27	24	18	92%	79%
ACT - Math	26	24	22	82%	65%
ACT - Science	26	23	23	69%	54%



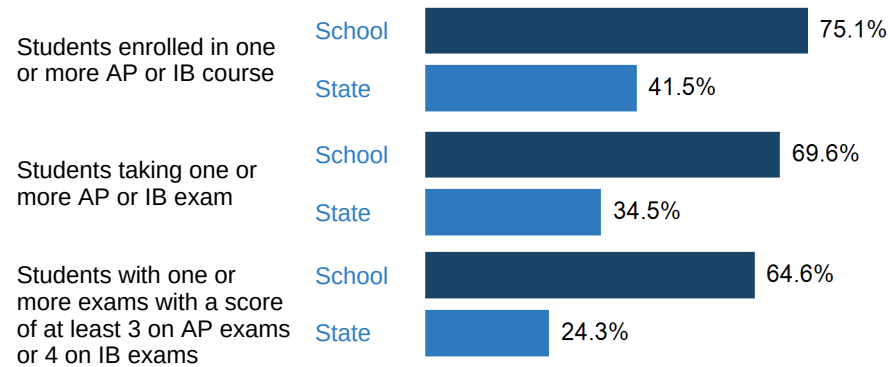
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

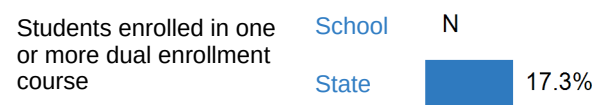
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	6	3
AP Biology	50	42
AP Calculus AB	0	74
AP Calculus BC	108	26
AP Chemistry	61	61
AP Chinese Language and Culture	17	26
AP Comparative Government and Politics	103	10
AP Computer Science A	41	35
AP English Language and Composition	57	49
AP English Literature and Composition	62	36
AP Environmental Science	113	96
AP European History	21	15
AP French Language and Culture	16	5
AP Human Geography	106	78
AP Italian Language and Culture	14	14
AP Japanese Language and Culture	0	1
AP Macroeconomics	0	133
AP Microeconomics	152	137
AP Music Theory	5	5
AP Physics 1	113	104



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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	21	15
AP Physics C: Electricity and Magnetism	12	8
AP Physics C: Mechanics	39	34
AP Psychology	133	115
AP Seminar	12	12
AP Spanish Language	22	21
AP Statistics	84	73
AP Studio Art—Drawing Portfolio	19	14
AP Studio Art—Three-Dimensional	15	11
AP Studio Art—Two-Dimensional	110	108
AP U.S. Government and Politics	0	87
AP U.S. History	91	96
AP World History	14	11
Total Exams Taken		1555
Exams with scores of at least 3 on AP exams or 4 on IB exams		1407



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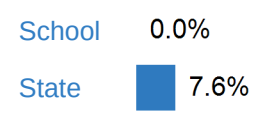
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

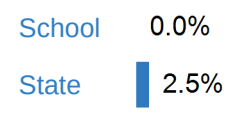
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	200	232	49	0	0	0	15
10	4	198	227	47	0	14	7
11	1	12	164	211	49	29	71
12	0	3	21	60	193	97	125
Schoolwide	205	445	461	318	242	140	218
Enrolled in AP/IB Course					108	84	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	495	0	0	0	0	0
10	43	429	0	17	17	25
11	61	70	0	251	176	39
12	150	36	0	72	136	182
Schoolwide	749	535	0	340	329	246
Enrolled in AP/IB Course	50	61		113	174	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	495	0	0	0	0	0
10	13	444	3	0	0	20
11	8	491	117	96	46	98
12	8	16	82	199	104	250
Schoolwide	524	951	202	295	150	368
Enrolled in AP/IB Course	14	91	152	133	0	213

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	327	59	70	0	0	29	0
10	280	59	59	0	0	43	0
11	200	60	35	0	0	32	0
12	76	24	31	0	0	14	0
Schoolwide	883	202	195	0	0	118	0
Enrolled in AP/IB Course	22	16	14	0	0	17	0
Enrolled in Level 3 or Higher	434	108	90	0	0	61	0
Earned Seal of Biliteracy	*	*	0	0	0	*	*



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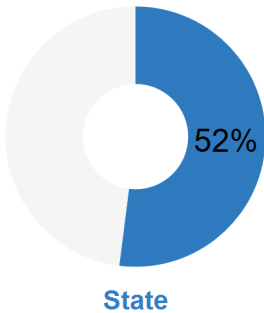
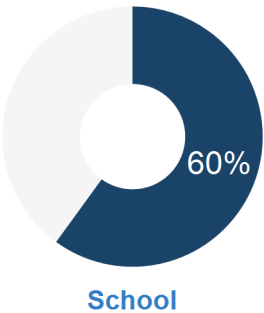
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Visual and Performing Arts – Course Participation

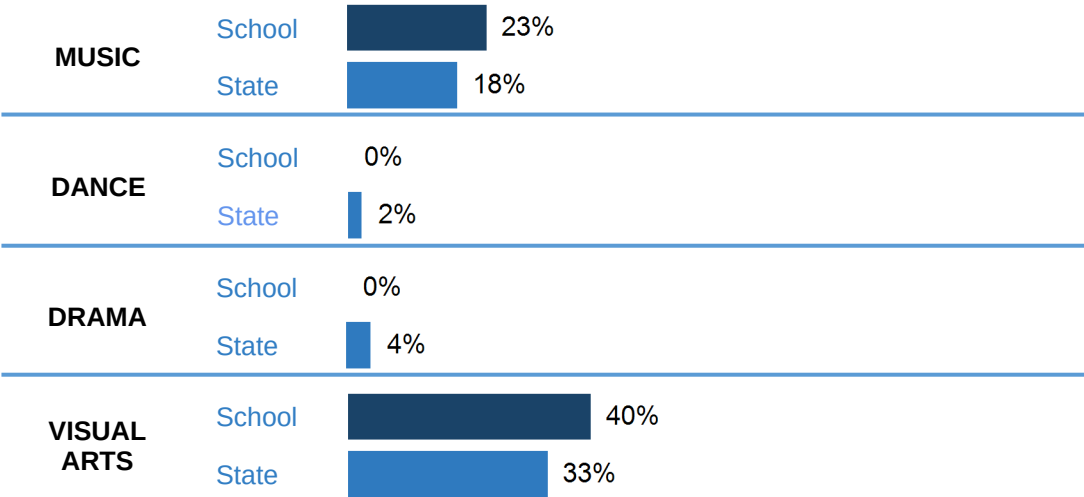
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	95.9%	90.5%	97.0%	91.8%	95.6%	N	Met Goal	97.2%	N	Met Goal
White	95.1%	94.5%	97.6%	95.1%	96.4%	N	Met Goal	96.9%	N	Met Goal
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	94.7%	83.4%	94.1%	85.3%	88.2%	**	**	93.8%	**	**
Asian, Native Hawaiian or Pacific Islander	99.1%	96.6%	99.0%	97.5%	98.0%	N	Met Goal	99.1%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	79.7%	78.8%	83.3%	82.1%	80.0%	82.6%	Not Met	85.3%	91.7%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	95.9%	-
2016	95.6%	97.0%
2015	97.0%	97.2%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.1%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	87.1%	7%	93%
White	89.2%	7%	93%
Hispanic	77.3%	29.4%	70.6%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	86.1%	4.3%	95.7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	*	0%	*
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	90.3%	6.7%	93.3%	59.6%	40.4%	34.7%	65.3%
White	89.9%	6.5%	93.5%	61%	39%	28.9%	71.1%
Hispanic	87.5%	14.3%	85.7%	78.6%	21.4%	64.3%	35.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91.1%	5.4%	94.6%	52.2%	47.8%	44.6%	55.4%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	85.4%	22.9%	77.1%	68.6%	31.4%	60%	40%
English Learners	*	*	*	*	*	*	*



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

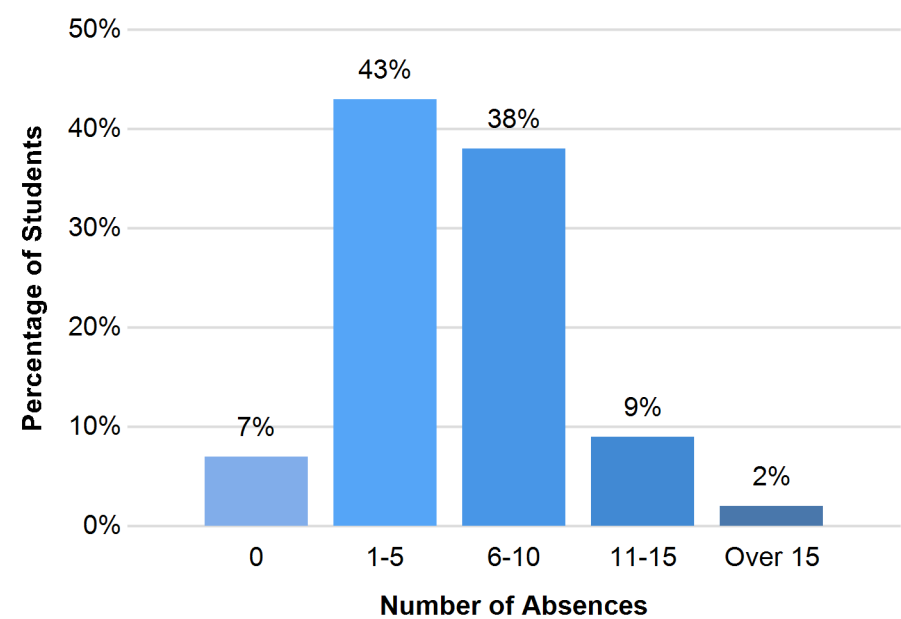
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.70	14.30	Met Target
White	2.00	14.30	Met Target
Hispanic	3.30	14.30	Met Target
Black or African American	1.50	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0.60	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.40	14.30	Met Target
Economically Disadvantaged Students	2.90	14.30	Met Target
Students with Disabilities	4.90	14.30	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



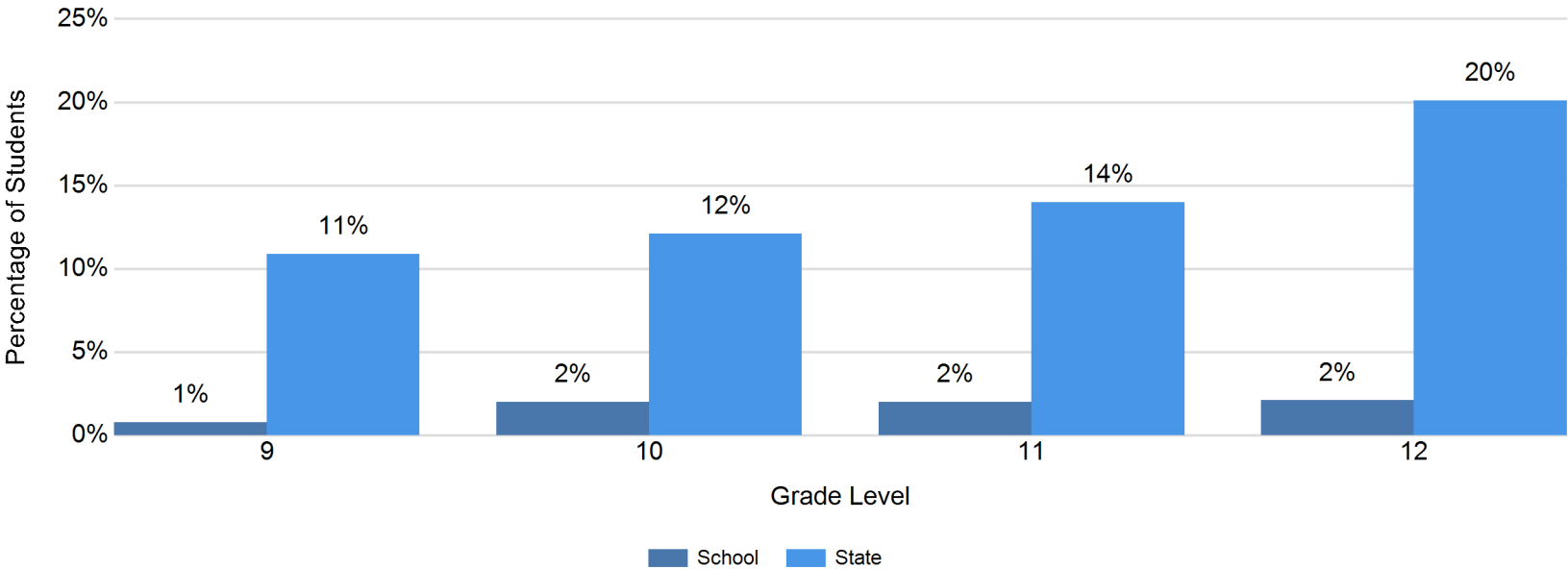


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:55AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 39 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	7
Vandalism	2
Weapons	1
Substances	15
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	1.60

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.6%
Out-of-School Suspensions	2.4%
Any Suspension	3.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	168.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$15,208	\$15,485



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	173	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	67%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	36	9,506
Average years experience in public schools	15.4	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	134:1	165:1
Librarian/Media Specialists		592:1
Nurses		740:1
Counselors		269:1
Child Study Team		228:1



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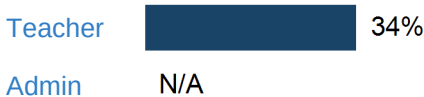
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	87.3	17.5%
Mathematics Proficiency	85.3	17.5%
Graduation - 4-Year	55.5	25.0%
Graduation - 5-Year	64.4	25.0%
Chronic Absenteeism	96.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		74.6
Summative Rating: Percentile rank of Summative Score		81.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	74.6	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	69.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	Met Target	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	69.3	6.2	No	Met Goal	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Met Target	**	**	No
Students with Disabilities	69.9	6.2	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Stern	Email Address:	mstern@livingston.org
Address:	30 ROBERT HARP DRIVE LIVINGSTON, NJ 07039	Website:	www.livingston.org
Phone:	(973)535-8000	Facebook:	www.facebook.com/LivSchools

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Highlights:	• LHS launched its 1:1 computer program, with all students utilizing a Microsoft Surface laptop in their classrooms daily. • Course Preview Day - opportunity for students to survey courses to make educated scheduling choices for 2017-2018. • Student Government Association created our first high school Multicultural Night to celebrate Livingston's diversity.
 Mission, Vision, Theme:	A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. We focus on helping our students become independent learners who are college and career ready while ensuring they remain healthy and whole academically, physically, socially and emotionally.
 Awards, Recognition, Accomplishments:	National Merit Scholarship Program; National Hispanic Recognition Program; American Legion Boys'/Girls' State; New Jersey the Seal of Biliteracy; Ms. Walmsley LPS Teacher of the Year and Essex County Teacher of the Year and LPS Educational Services Professional of the Year; Dr. Jones NJ AAPERD Teacher of the Year; Ms. Giacobbe Livingston Chamber of Commerce Educator of the Year. 2017 Best Communities for Music Education Award – NAMM Foundation. Lancetalks: 2017 National Promising Practice



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 Courses, Curriculum, Instruction:	AP and Honors courses are offered in: Art, Business, English, Math, Music, Science, Social Studies and World Language. Advanced course work opportunities are fruitful through the Science Research Program allowing students to perform research projects and participate in the scientific research community as part of their high school experience. The career internship program is a dedicated transition program that prepares students to negotiate between school, living and working within the community
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Golf (Boys & Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Boys Volleyball - Essex County Champions, Boys Tennis - State Sectional Champions, Boys Lacrosse - Conference Champions, Girls Soccer - State Sectional, County, & Conference Champions, Girls Volleyball - Conference Champions, Bowling - State Sectional, County, & Conference Champions, Girls Fencing - Saber State Champions
 Clubs and Activities:	Livingston High School offers its students over 120 co-curricular clubs and activities. In addition to the Student Government Association, yearbook, newspaper and literary publications, and theater productions, these offerings include thirteen honor societies, seven band and choral groups, twelve academic competition teams, fifteen community service organizations, and over sixty student interest clubs ranging from bonsai, to archery, to groups for future physicians, nurses, and teachers.



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 Staff and Professional Learning:	The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. The focus this year is on STEAM, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.
 Postsecondary Information:	96% attended a post-secondary institution (90% attended a four-year institution, 6% attended two-year institutions and 3% are employed, active in military or taking a gap year). Programs offered include: Overview of the College & Career Planning Process, Financial Aid presentation, ASVAB assessment, 8th Orientation Program, College Admissions Panel, College & Career Fair, College Application Process, Senior Scholarships & Awards Program, Overview of the Junior year, Military Opportunities Day
 Student Supports and Services:	The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 18-21 Transition Programming, Career Internship Program at LHS, LINKS & ESS programs for students with social-emotional needs K-12, & a vibrant alternative program in our Monmouth Court Campus for LHS students.
 Student Health and Wellness:	The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the Health and PE curriculum.
 Parent and Community Involvement:	The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections.



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A blue icon of a school building with a flag on top. Facilities:	Built in 1955, Livingston High School underwent major reconstruction in 1966 and 2008. The most recent project included a modern science wing, equipped with instructional and laboratory settings in each classroom, and a state-of-the-art Fitness and Wellness Center with a gymnasium, conditioning room, and flexible space for education, yoga, and team practices. In 2017, the media center was renovated to allow for greater integration of technology, collaborative spaces, and student performance.
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School Narrative

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Other Information:

LHS utilizes a Rotating Drop Schedule in which classes run 56 minutes. Students experience more than 200 additional minutes of classroom interaction per section per year compared to a traditional schedule. Benefits of this schedule include a daily unit lunch for all students, more common time for teachers and students to meet informally, rotating class slots and a decrease in the number of student pull-outs for science labs, counseling and nurse visits. LHS students and staff participated in Challenge Day school year. This is a full-day experiential workshop with a goal of promoting youth leadership, social inclusion, self-expression, and positive change. In our continuous efforts to promote a reading culture, we initiated the Summer Reading Lollapalooza. Students were asked to pick two books to read from a list of 135 books, chosen by staff members who agreed to participate by offering titles and moderating book talks at the start of the school year. Together, we send the message that LHS is a community of readers. Reading is not the domain of solely the English department, but an activity that transcends discipline or department. LHS Role Models is a program designed to celebrate the students and staff within the building who exhibit exemplary behaviors. Each month is dedicated to a different character trait (enthusiasm, respect, civility, leadership, etc.). Staff and students nominate each other for demonstrating that trait. Students and parents are notified of their nominations and at the end of the month, winners are announced. A student production of a school wide Music Video was organized and executed including all students and staff. The video portrayed a movement that begins with an everyday student who is inspired to bring the community together in attempts to unite everyone’s passions and embrace the individual. The 1:1 initiative engages students, differentiates instruction and assessment and personalizes learning.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

- 1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	83	64	58
1	66	83	65
2	66	69	87
3	85	70	70
4	76	88	72
5	72	75	91
Ungraded	3	1	0
Total	451	450	443

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	50%	49%
Male	53%	50%	51%
Economically Disadvantaged Students	1%	1%	1%
Students with Disabilities	9%	10%	12%
English Learners	2%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	63.4%
Asian	28.7%
Hispanic	2.9%
Black or African American	2.3%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.3%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	86	64	58

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	63.9%
Chinese	16.0%
Hindi	3.6%
Russian	2.5%
Spanish	2.3%
Other	11.8%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	219	97.9	84.50	81.60	54.90	84.5	80	Met Goal
White	145	97.4	80.70	77.80	63.90	80.7	80	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	59	100.0	96.70	92.50	80.70	96.7	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	108	98.2	91.70	86.50	62.20	91.7		
Male	111	97.5	77.50	77.00	48.10	77.5		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	38	100.0	63.20	41.20	20.50	63.2	67.9	Met Target†
Students without Disabilities	181	97.4	88.90	88.90	61.90	88.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students in Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	797	789	749	*	*	*	54%	37%	91%	50%
White	44	791	782	759	*	*	*	59%	30%	89%	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	24	809	806	775	*	*	*	42%	54%	96%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	35	808	793	754	*	*	*	49%	*	97%	55%
Male	35	785	785	745	*	*	*	60%	*	86%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	70	797	789	762	*	*	*	54%	37%	91%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	70	797	790	752	*	*	*	54%	37%	91%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	780	779	753	*	*	*	47%	41%	89%	56%
White	49	777	772	762	0%	*	*	49%	37%	86%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	18	785	793	777	*	0%	0%	*	56%	94%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	34	783	780	758	*	*	*	50%	44%	94%	61%
Male	36	778	777	749	*	*	*	44%	39%	83%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	70	780	*	764	*	*	*	47%	41%	89%	69%
Students with Disabilities	12	765	*	725	*	*	*	*	*	75%	25%
Students without Disabilities	58	783	*	759	*	*	*	*	*	91%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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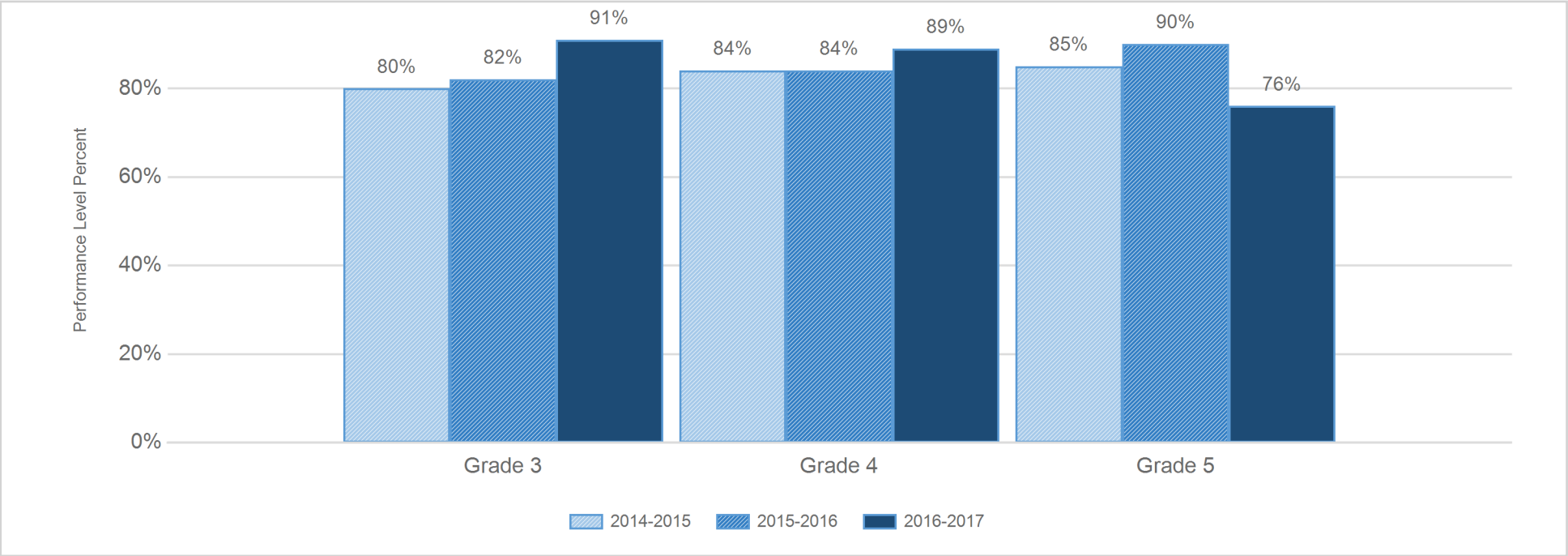
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	773	781	756	*	*	21%	58%	18%	76%	59%
White	54	767	773	763	0%	*	26%	59%	*	70%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	23	792	797	779	0%	0%	*	57%	*	96%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	42	780	786	761	0%	*	*	57%	*	83%	66%
Male	45	767	774	750	0%	*	*	58%	*	69%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	18	751	742	725	*	*	*	*	0%	50%	22%
Students without Disabilities	69	779	787	762	*	*	*	*	23%	83%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	87	773	*	757	*	*	21%	58%	18%	76%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	219	97.0	80.40	69.60	43.50	80.4	80	Met Goal
White	145	96.1	75.90	63.20	52.40	75.9	79.2	Met Target†
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	59	100.0	94.90	87.80	75.60	94.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	108	98.2	75.00	68.00	44.10	75		
Male	111	95.9	85.60	71.10	42.90	85.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	38	100.0	57.90	31.00	16.50	57.9	50.2	Met Target
Students without Disabilities	181	96.4	85.00	76.40	48.80	85		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	792	781	751	*	*	*	37%	57%	94%	53%
White	44	784	774	759	*	*	*	50%	43%	93%	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	24	806	800	779	0%	0%	*	*	83%	96%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	35	795	778	751	*	*	*	*	66%	91%	52%
Male	35	788	783	751	*	*	*	*	49%	97%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	70	792	781	761	*	*	*	37%	57%	94%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	70	792	781	753	*	*	*	37%	57%	94%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	770	767	747	*	*	*	73%	*	84%	47%
White	49	768	761	755	0%	*	*	69%	*	80%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	18	775	783	774	*	0%	0%	78%	*	94%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	34	766	764	747	*	*	*	74%	*	79%	47%
Male	36	773	770	747	*	*	*	72%	*	89%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	70	770	*	757	*	*	*	73%	*	84%	61%
Students with Disabilities	12	754	*	724	*	*	*	*	*	50%	22%
Students without Disabilities	58	773	*	751	*	*	*	*	*	91%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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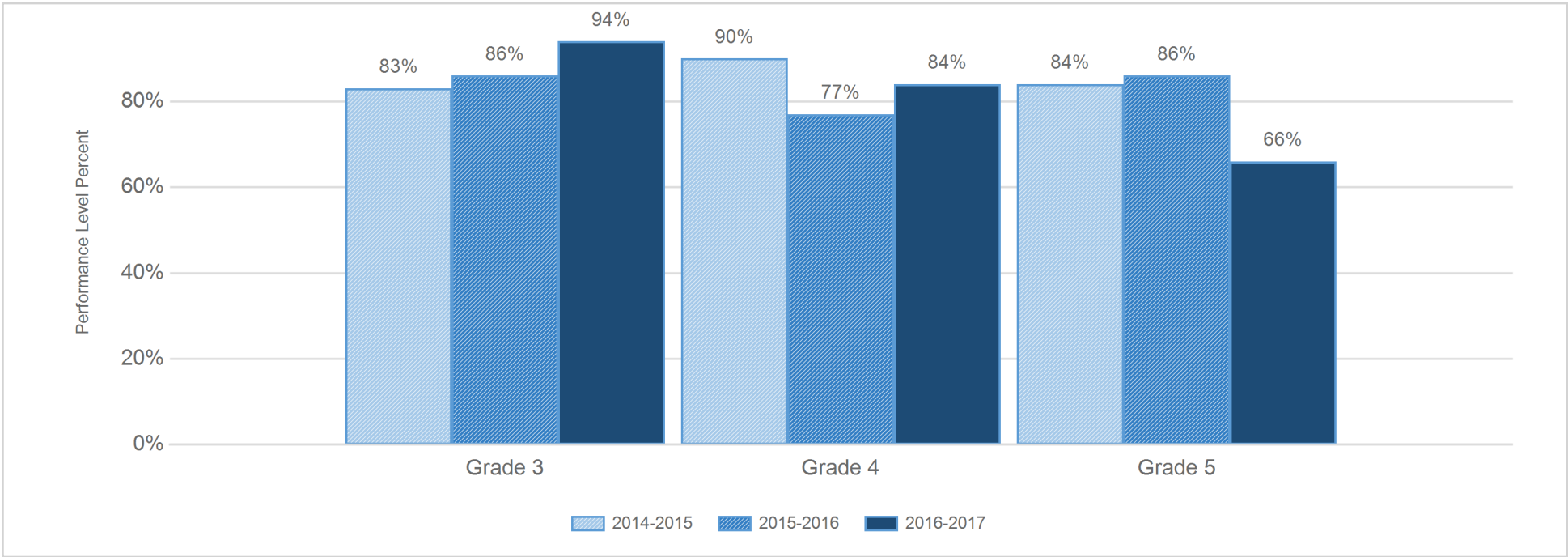
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	764	767	747	*	*	29%	47%	18%	66%	46%
White	54	756	759	754	0%	*	35%	50%	*	57%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	23	785	785	774	*	*	*	48%	44%	91%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	42	758	764	747	0%	*	*	43%	*	55%	47%
Male	45	770	770	746	0%	*	*	51%	*	76%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	18	753	740	725	*	*	*	*	*	56%	19%
Students without Disabilities	69	767	771	751	*	*	*	*	*	68%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	87	764	767	748	*	*	29%	47%	18%	66%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

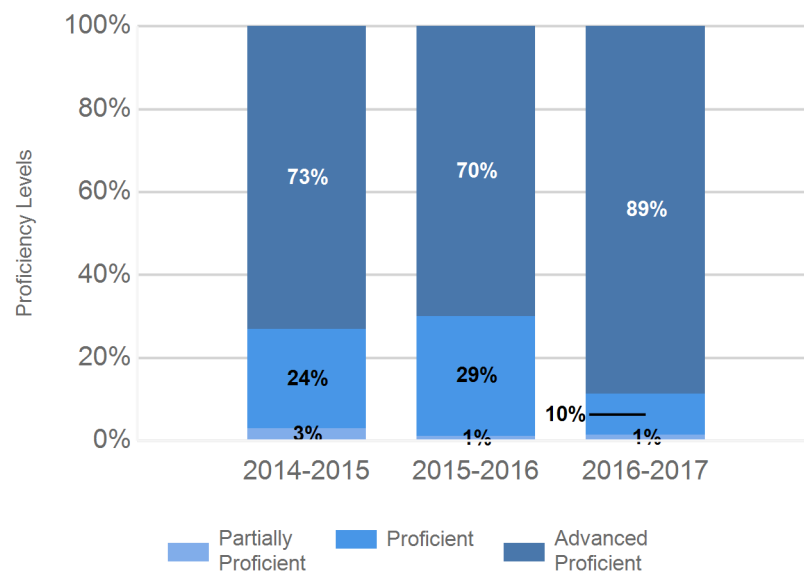
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	89%	10%	1%
White	88%	12%	N
Hispanic	*	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	89%	6%	6%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	100%	N	N
English Learners	*	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Mount Pleasant Elementary School
2016-2017

Grade Span KG-05

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45.5	63	50	Met Target	39	55	50	Not Met
White	40	62	50	Met Target	33	51.5	52	Not Met
Hispanic	*	60	49	**	*	60.5	47	**
Black or African American	*	66	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	60.5	66	60	Exceeds Target	44	62	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	64	51	**	*	65	52	**
Economically Disadvantaged	*	57	47	**	*	39	46	**
Students with Disabilities	34.5	49	41	Not Met	44	52	43	Met Target
English Learners	*	56	53	**	*	68	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

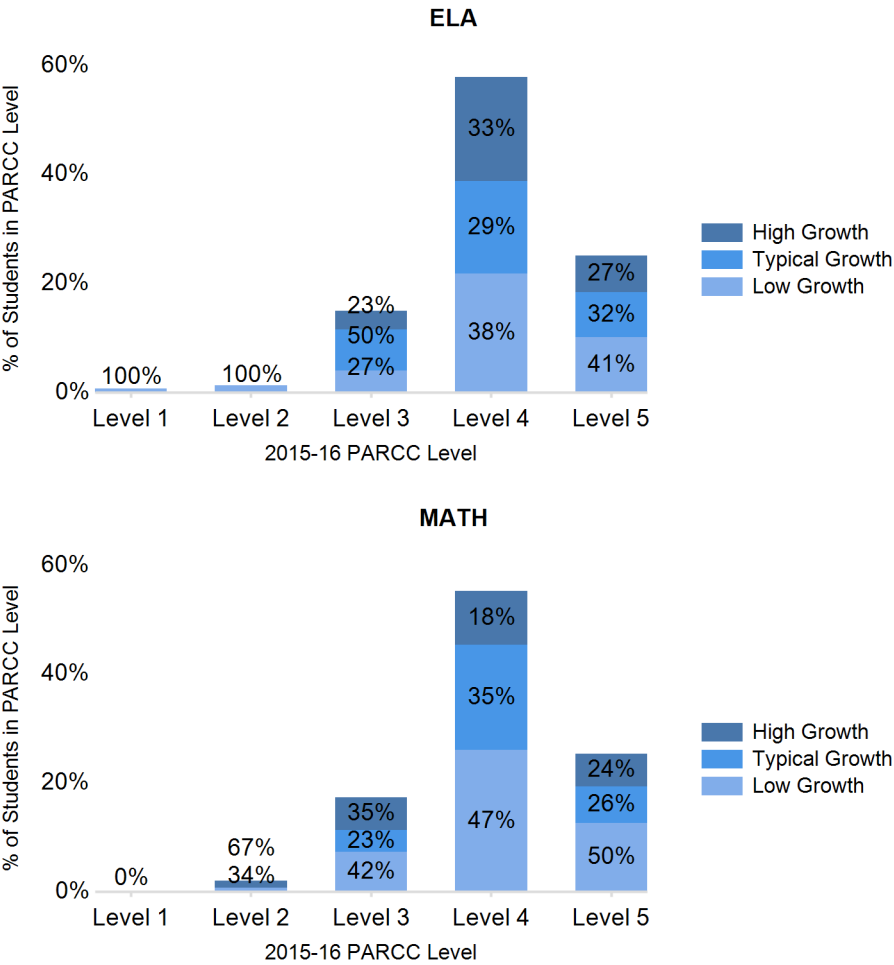
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

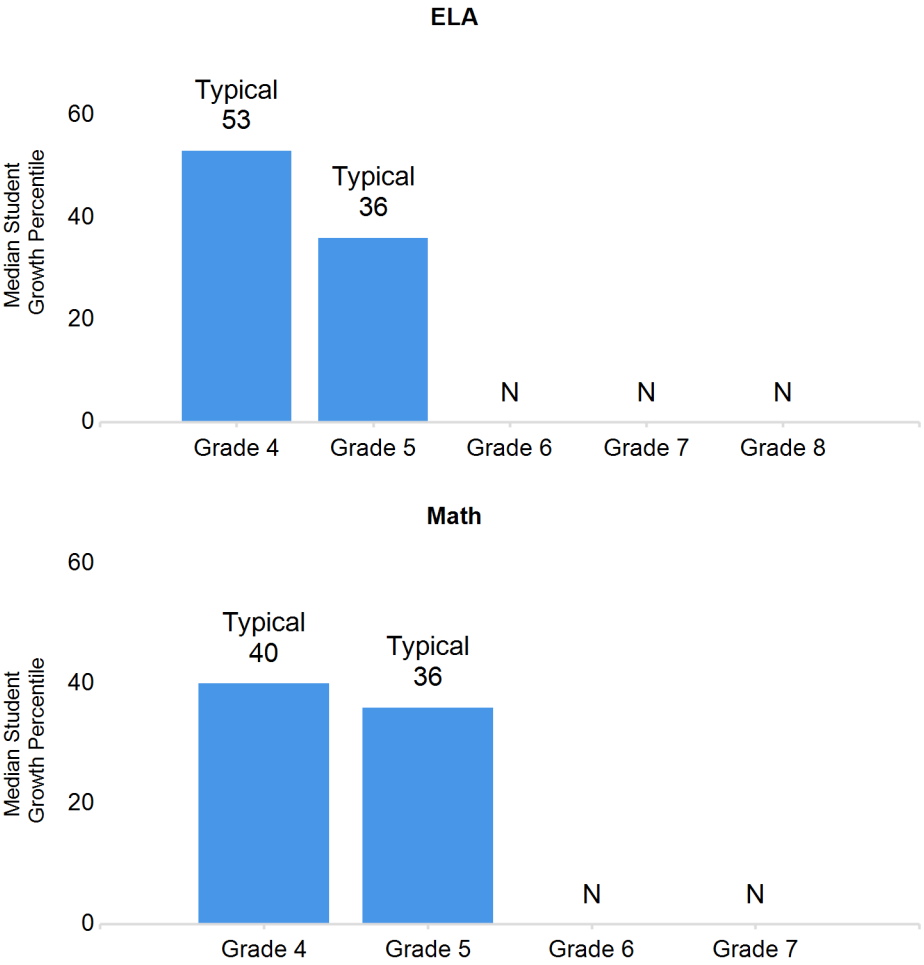
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

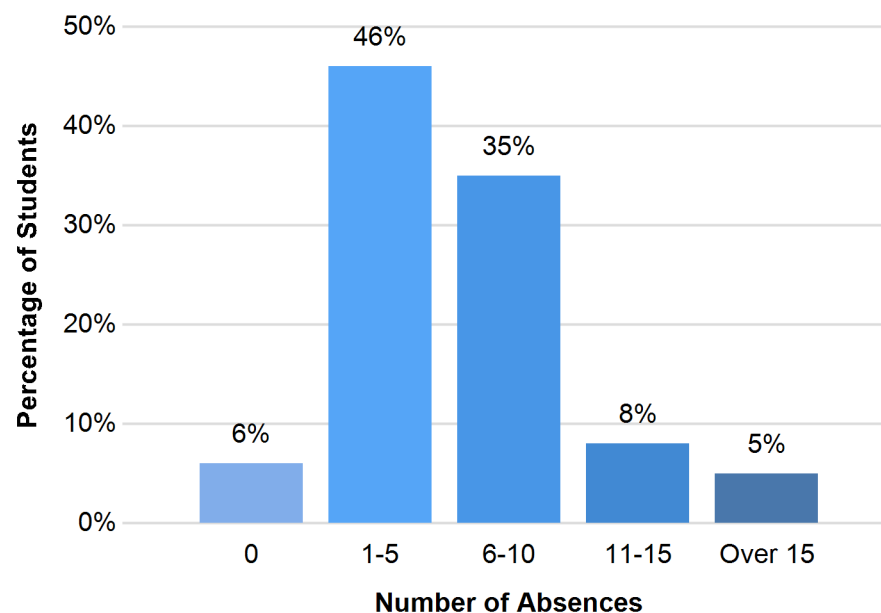
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.50	8.40	Met Target
White	2.50	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.40	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	1.80	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

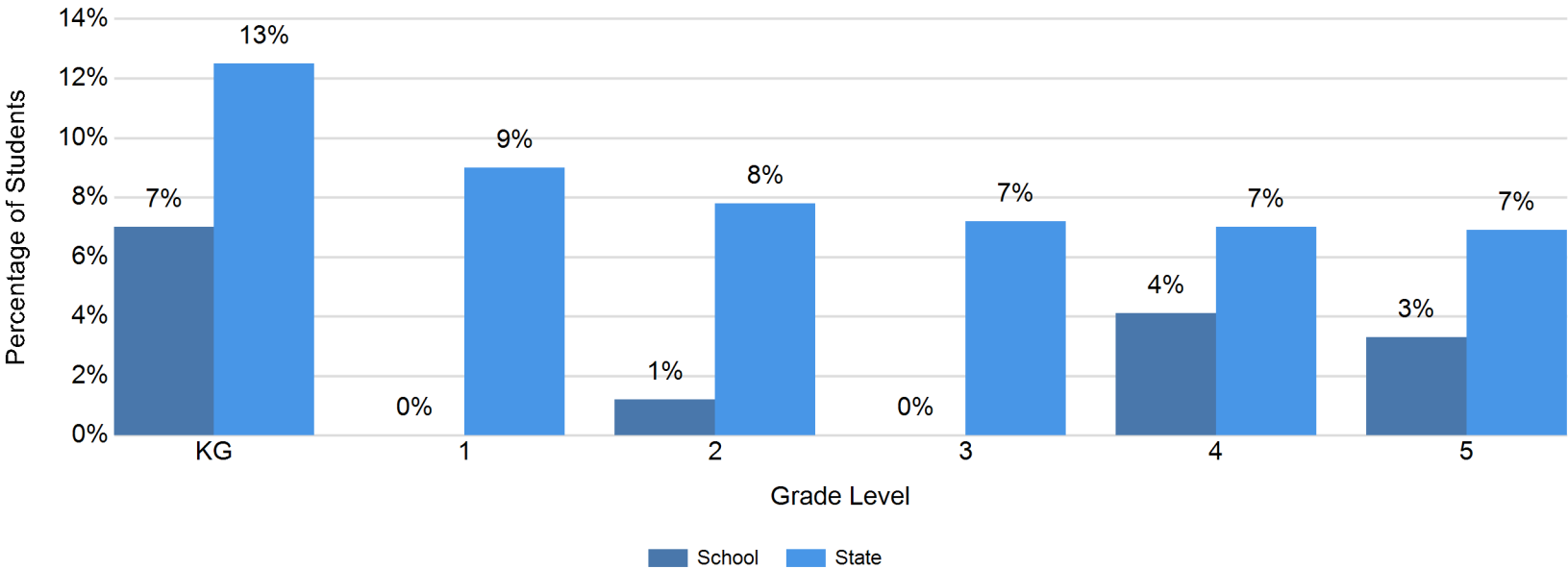
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.23

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	168.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$15,208	\$15,485



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	36	9,506
Average years experience in public schools	15.4	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	12:1
Administrators	N	165:1
Librarian/Media Specialists		592:1
Nurses		740:1
Counselors		269:1
Child Study Team		228:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	99%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	97.0	17.5%
Mathematics Proficiency	96.9	17.5%
English Language Arts Growth	27.1	25.0%
Mathematics Growth	13.8	25.0%
Chronic Absenteeism	92.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.0
Summative Rating: Percentile rank of Summative Score		62.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	58.0	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Not Met	No
White	49.5	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	57.4	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	68.8	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Sortino	Email Address:	esortino@livingston.org
Address:	11 BROADLAWN DR LIVINGSTON, NJ 07039-3117	Website:	www.livingston.org
Phone:	(973)535-8000	Facebook:	www.facebook.com/LivSchools

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Highlights:	• Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. • All students receive instruction in world language, physical and computer education, art, media, and music. • Character education lessons and mindfulness activities are incorporated into the school day for each child.
 Mission, Vision, Theme:	A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners.
 Awards, Recognition, Accomplishments:	A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators.



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School Narrative

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 Courses, Curriculum, Instruction:	We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.
 Sports and Athletics:	Students participate in physical education classes on a regular basis that encourage them to develop sportsmanship, physical fitness, and healthy lifelong habits. The district is committed to providing students with an excellent educational experience while being mindful of our responsibility to their overall health and wellness. Curriculum ensures the safety and well-being of all students. Health and PE is a vital component, with mindfulness a focus in all grades.
 Clubs and Activities:	A variety of clubs and activities are offered at each school through the home school association.



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 Staff and Professional Learning:	The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.
 Student Supports and Services:	The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 18-21 Transition Programming, Career Internship Program at LHS, LINKS & ESS programs for students with social-emotional needs K-12, & a vibrant alternative program in our Monmouth Court Campus for LHS students.
 Student Health and Wellness:	The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the Health and PE curriculum.
 Parent and Community Involvement:	The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections.



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School Narrative

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A blue icon of a school building with a flag on top. Facilities:	Each school is welcoming, safe, nurturing, and healthy. The facilities are maintained and monitored on an ongoing basis to ensure that all systems are properly functioning. Schools have new and updated media centers. All schools have central air conditioning.
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.



Other Information:

English Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school has a Reading Interventionist and a Reading Specialist as well as Basic Skills Math support and Gifted & Talented and Enrichment programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our students.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	468	464	459
Ungraded	2	0	4
Total	470	464	463

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	51%	44%	46%
Male	49%	56%	54%
Economically Disadvantaged Students	3%	2%	1%
Students with Disabilities	16%	11%	18%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	66.5%
Asian	24.8%
Hispanic	3.2%
Black or African American	3.0%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.2%
Two or More Races	1.7%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	68.9%
Chinese	11.0%
Russian	3.2%
Hindi	2.6%
Tagalog	1.3%
Other	12.6%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	439	98.9	81.10	81.60	54.90	81.1	79.7	Met Goal
White	294	98.4	78.60	77.80	63.90	78.6	74.4	Met Target
Hispanic	14	100.0	78.50	71.50	39.80	78.5	**	**
Black or African American	11	100.0	45.50	68.40	35.20	45.5	**	**
Asian, Native Hawaiian, or Pacific Islander	112	100.0	92.00	92.50	80.70	92	80	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	201	99.1	88.60	86.50	62.20	88.6		
Male	238	98.8	74.80	77.00	48.10	74.8		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	76	98.7	39.50	41.20	20.50	39.5	39.8	Met Target†
Students without Disabilities	363	99.0	89.80	88.90	61.90	89.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students in Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	458	775	775	752	*	*	12%	47%	34%	81%	54%
White	304	771	771	758	*	*	15%	51%	27%	79%	63%
Hispanic	15	768	768	740	*	*	*	*	*	80%	38%
Black or African American	14	744	744	736	*	*	*	*	*	43%	32%
Asian, Native Hawaiian, or Pacific Islander	116	789	789	776	*	*	*	36%	55%	91%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	209	782	782	758	*	*	10%	47%	41%	88%	61%
Male	249	769	769	746	*	*	15%	47%	28%	75%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	77	741	741	722	*	*	30%	34%	*	39%	17%
Students without Disabilities	381	782	782	758	*	*	9%	50%	*	89%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

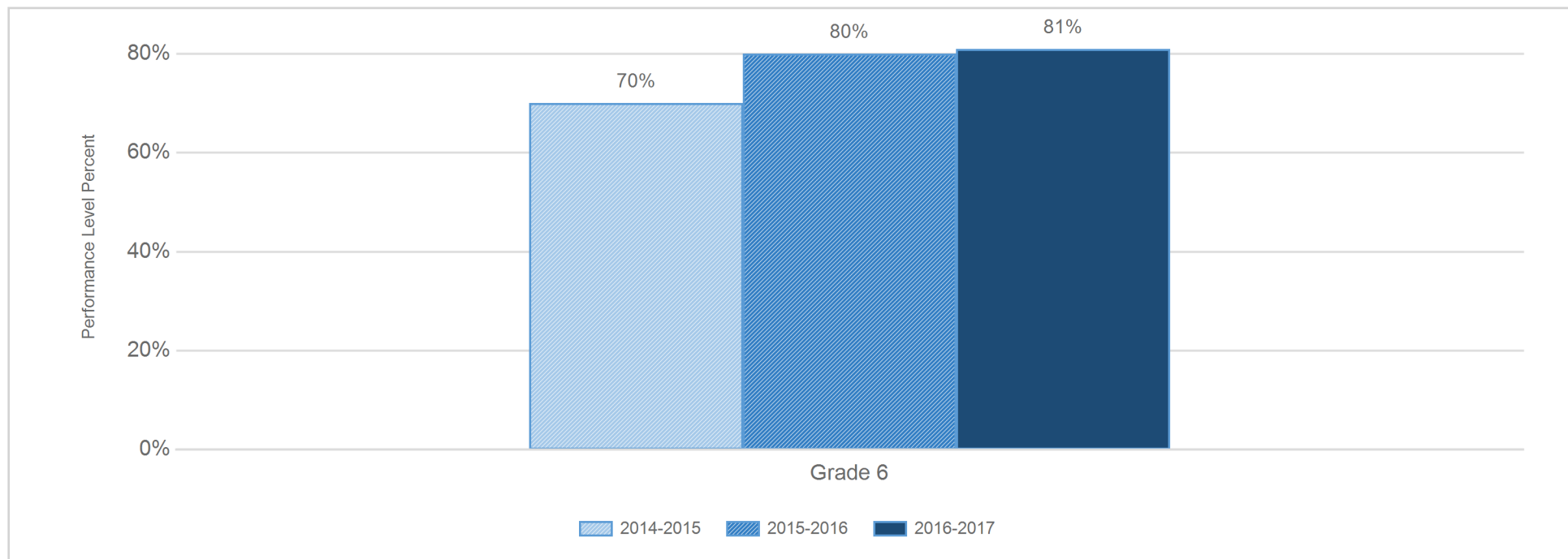


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	440	98.9	72.10	69.60	43.50	72.1	73.5	Met Target†
White	295	98.4	66.10	63.20	52.40	66.1	67.7	Met Target†
Hispanic	14	100.0	57.10	54.50	27.60	57.1	**	**
Black or African American	11	100.0	45.50	47.30	21.70	45.5	**	**
Asian, Native Hawaiian, or Pacific Islander	112	100.0	92.00	87.80	75.60	92	80	Met Goal
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	202	99.1	70.80	68.00	44.10	70.8		
Male	238	98.8	73.10	71.10	42.90	73.1		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	76	98.7	27.60	31.00	16.50	27.6	36.7	Not Met
Students without Disabilities	364	99.0	81.30	76.40	48.80	81.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	461	767	767	743	3%	6%	19%	45%	27%	72%	44%
White	305	761	761	751	3%	7%	23%	49%	18%	67%	54%
Hispanic	15	758	758	731	*	0%	*	*	*	60%	27%
Black or African American	14	737	737	724	*	*	*	*	*	36%	20%
Asian, Native Hawaiian, or Pacific Islander	118	788	788	771	0%	*	*	36%	56%	92%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	210	767	767	745	*	*	23%	46%	24%	71%	45%
Male	251	768	768	742	*	*	16%	45%	29%	74%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	77	732	732	717	*	*	36%	23%	*	27%	13%
Students without Disabilities	384	775	775	748	*	*	16%	50%	*	81%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

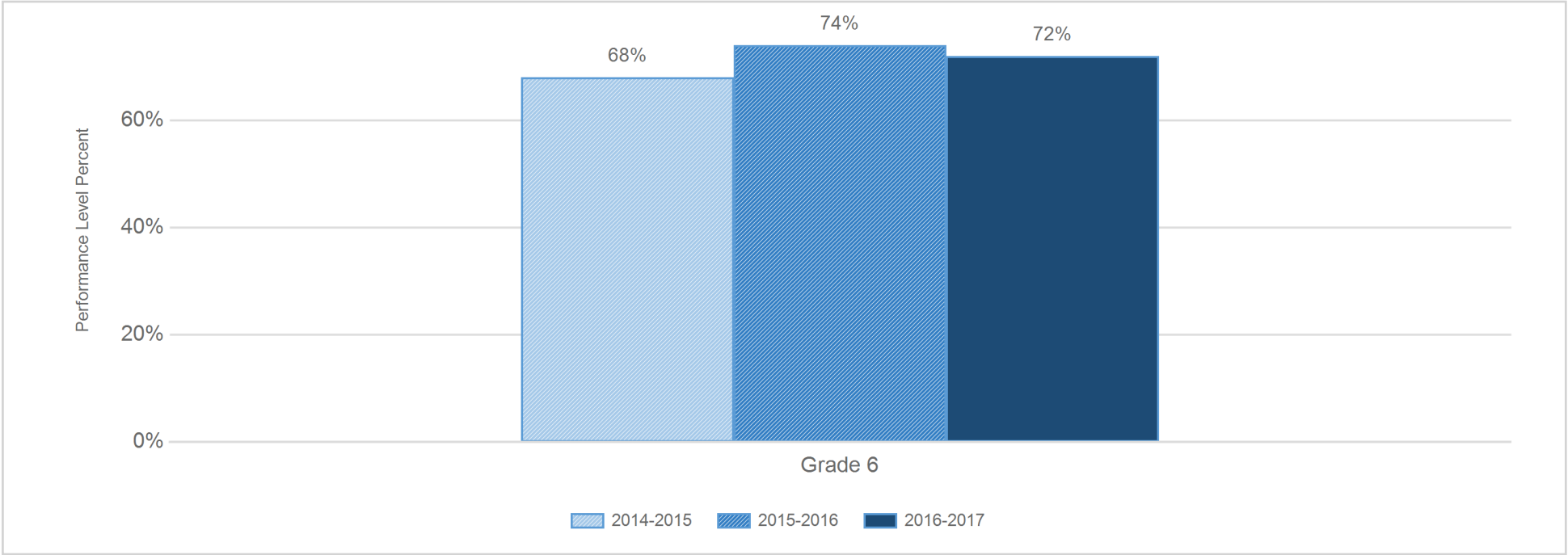


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57.5	63	50	Met Target	70	55	50	Exceeds Target
White	56	62	50	Met Target	65	51.5	52	Exceeds Target
Hispanic	57	60	49	**	76	60.5	47	**
Black or African American	*	66	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	60.5	66	60	Exceeds Target	75	62	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	64	51	**	*	65	52	**
Economically Disadvantaged	*	57	47	**	*	39	46	**
Students with Disabilities	50.5	49	41	Met Target	69	52	43	Exceeds Target
English Learners	*	56	53	**	*	68	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

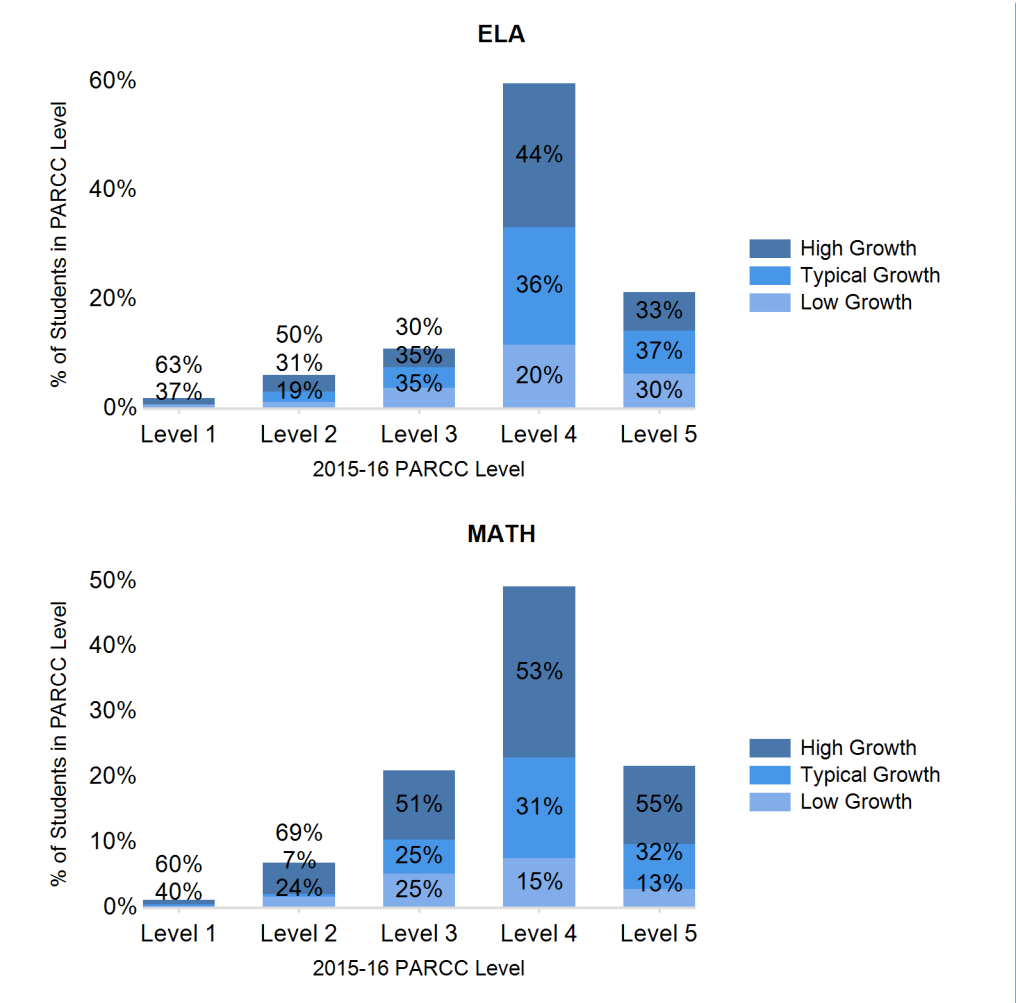
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

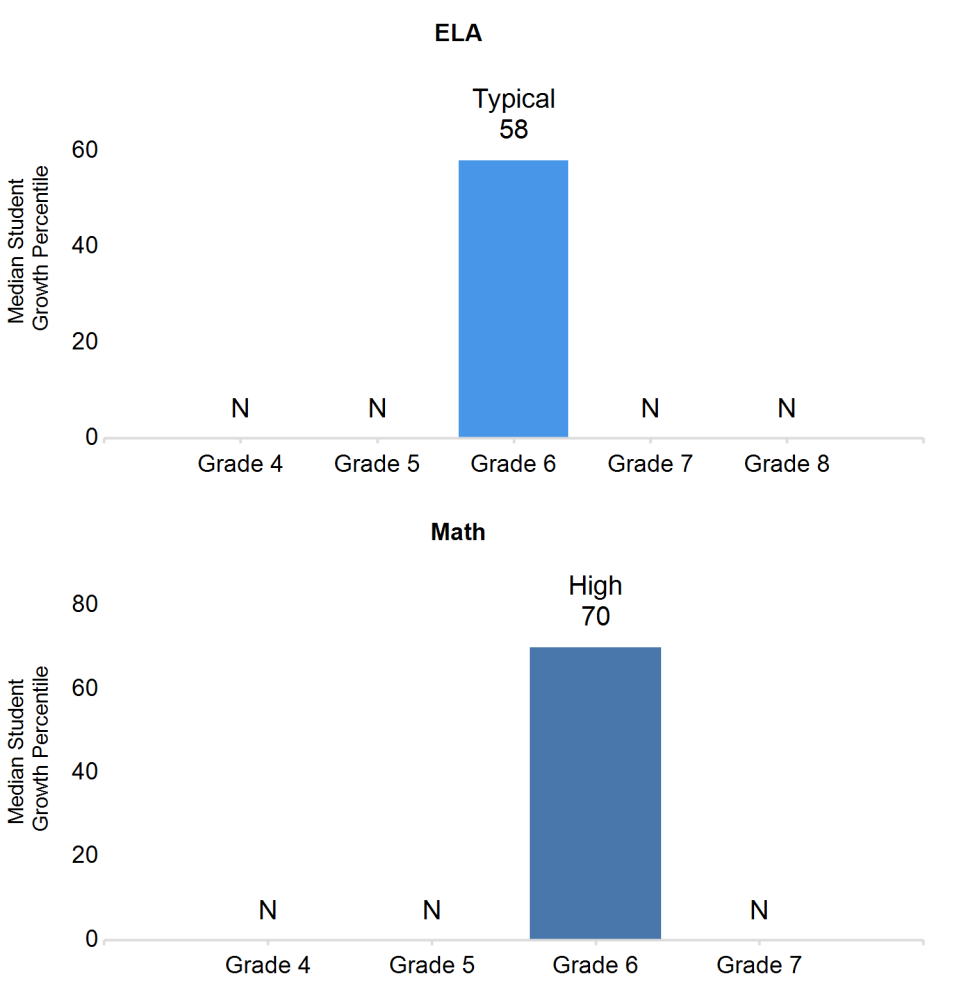
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

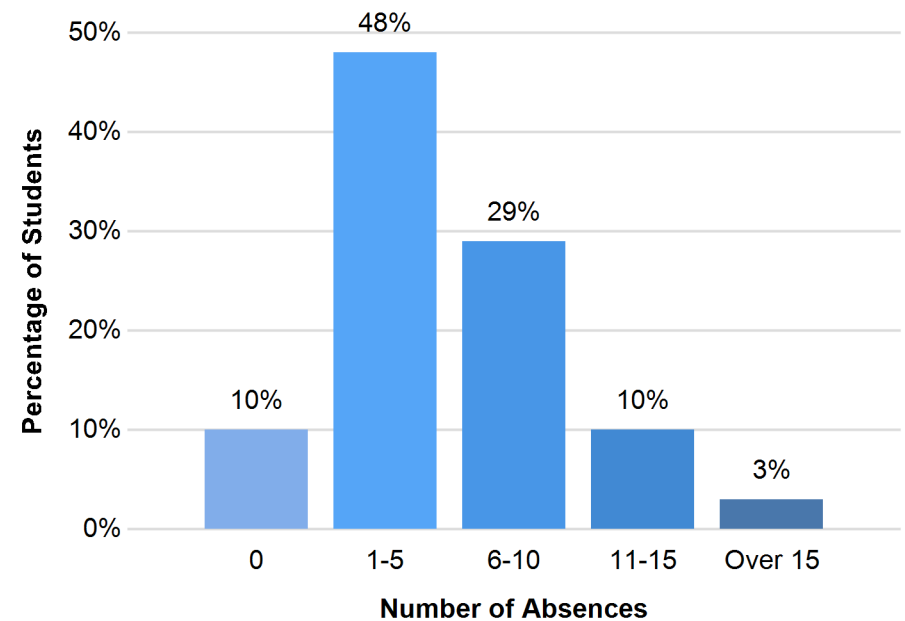
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.90	8.00	Met Target
White	1.90	8.00	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.70	8.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	2.30	8.00	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



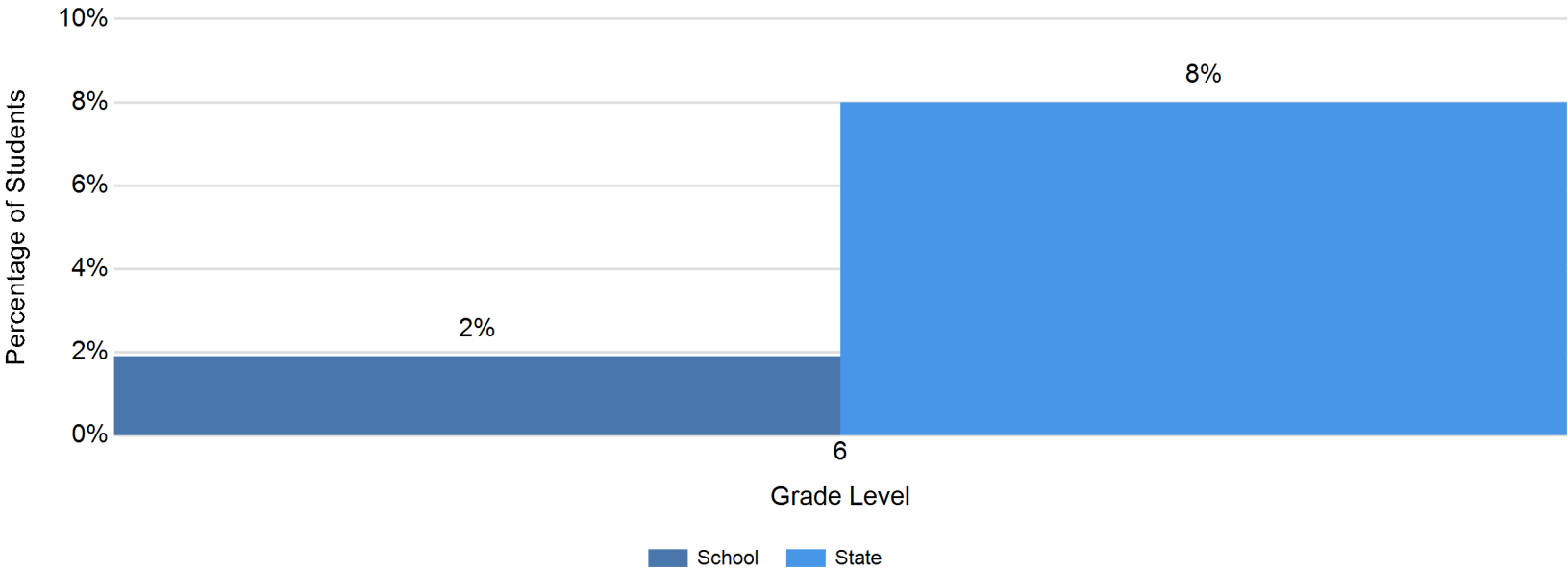


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:35AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 48 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	2
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.08

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.9%
Any Suspension	0.9%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	168.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$15,208	\$15,485



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	40	120,724
Average years experience in public schools	14.3	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	36	9,506
Average years experience in public schools	15.4	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	116:1	165:1
Librarian/Media Specialists		592:1
Nurses		740:1
Counselors		269:1
Child Study Team		228:1



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

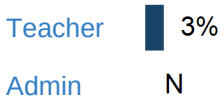
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	87.4	17.5%
Mathematics Proficiency	83.0	17.5%
English Language Arts Growth	71.2	25.0%
Mathematics Growth	94.6	25.0%
Chronic Absenteeism	95.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		85.6
Summative Rating: Percentile rank of Summative Score		95.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	85.6	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Exceeds Target	No
White	79.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	76.4	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	86.3	11.9	No	Met Target†	Not Met	Met Target	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Ostrowski	Email Address:	dostrowski@livingston.org
Address:	11 BROADLAWN DR LIVINGSTON, NJ 07039-3117	Website:	www.livingston.org
Phone:	(973)535-8000	Facebook:	www.facebook.com/LivSchools

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Highlights:	• STEAM/Maker Space in Media Center to foster interdisciplinary and transdisciplinary connections • Advisory program promotes character education and a kindness initiative • Technology is an integral part of each school day
 Mission, Vision, Theme:	A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. We focus on helping our students become independent learners who are college and career ready while ensuring they remain healthy and whole academically, physically, socially and emotionally.
 Awards, Recognition, Accomplishments:	Mathematics League Championship, High Notes Festival, Excellent and Superior ratings for String, Band, and Showstoppers, Forensics

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Courses, Curriculum, Instruction:	Mt. Pleasant Middle School is designed to meet the academic, social, and emotional needs of our students through a team approach. The faculty teams meet daily to plan instruction, monitor student progress, and create interdisciplinary and transdisciplinary units of instruction. Students enhance social problem-solving and decision-making skills through our advisory program.
 Sports and Athletics:	Students participate in intramural sports including soccer, basketball, and volleyball.
 Clubs and Activities:	Newspaper, Yearbook, Fall and Spring Productions, Earthkeepers, Chess, Student Council, Literary Magazine, MathCounts, Science Olympiad.



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Staff and Professional Learning:	The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. The focus this year is on STEAM, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.
 Student Supports and Services:	The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 18-21 Transition Programming, Career Internship Program at LHS, LINKS & ESS programs for students with social-emotional needs K-12, & a vibrant alternative program in our Monmouth Court Campus for LHS students.
 Student Health and Wellness:	The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the Health and PE curriculum.
 Parent and Community Involvement:	The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections.



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

A blue icon of a school building with a flag on top. Facilities:	MPM is a complex shared with an elementary school. The media center also serves as a STEAM Lab/Maker Space to promote interdisciplinary units of instruction. Our auditorium holds 500 students and is the center for Orchestra and Choral instruction, as well as a place where students gather for assemblies. Our fields are shared with the town to host soccer and other sporting events.
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	60	55	52
1	66	64	55
2	65	69	65
3	67	68	71
4	73	71	73
5	67	73	75
Ungraded	4	0	0
Total	402	400	391

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	48%
Male	55%	53%	52%
Economically Disadvantaged Students	1%	1%	1%
Students with Disabilities	12%	12%	14%
English Learners	3%	4%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	61.9%
Asian	29.7%
Hispanic	3.3%
Black or African American	2.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	62	55	52

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	69.3%
Chinese	10.2%
Hindi	5.6%
Russian	4.3%
Spanish	2.3%
Other	8.7%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	189	94.5	88.80	81.60	54.90	87.9	80	Met Goal
White	125	92.4	87.20	77.80	63.90	84.4	80	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	52	100.0	96.20	92.50	80.70	96.2	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	99	96.4	91.00	86.50	62.20	91		
Male	90	92.5	86.70	77.00	48.10	83.8		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	26	75.7	61.50	41.20	20.50	48	36.4	Met Target
Students without Disabilities	163	98.4	93.20	88.90	61.90	93.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students in Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	800	789	749	0%	*	*	40%	47%	87%	50%
White	48	796	782	759	0%	*	*	46%	42%	88%	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	17	812	806	775	0%	0%	*	*	65%	88%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	36	799	793	754	0%	*	*	42%	44%	86%	55%
Male	34	802	785	745	0%	*	*	38%	50%	88%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	778	779	753	*	0%	*	51%	35%	86%	56%
White	43	771	772	762	*	0%	*	58%	23%	81%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	19	798	793	777	*	*	*	*	68%	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	34	783	780	758	*	0%	*	44%	*	88%	61%
Male	35	773	777	749	*	0%	*	57%	*	83%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	69	778	*	764	*	0%	*	51%	35%	86%	69%
Students with Disabilities	10	754	*	725	*	*	*	*	0%	80%	25%
Students without Disabilities	59	782	*	759	*	*	*	*	41%	86%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	69	778	779	755	*	0%	*	51%	35%	86%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	792	781	756	*	*	*	53%	41%	94%	59%
White	43	784	773	763	*	*	*	65%	28%	93%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	21	811	797	779	*	*	*	*	67%	100%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	38	799	786	761	*	*	*	50%	47%	97%	66%
Male	30	783	774	750	*	*	*	57%	33%	90%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	68	792	*	757	*	*	*	53%	41%	94%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



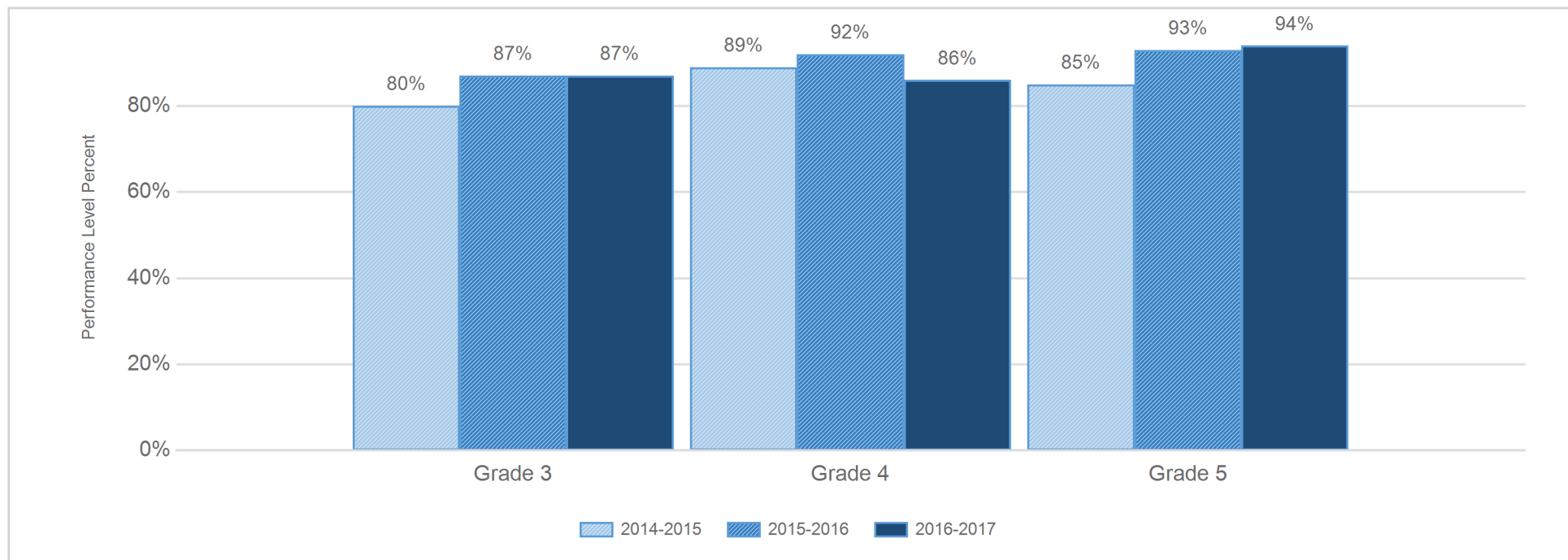
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	189	94.5	77.80	69.60	43.50	76.9	73	Met Target
White	125	92.4	73.60	63.20	52.40	71.2	68.8	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	52	100.0	92.30	87.80	75.60	92.3	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	99	96.4	77.80	68.00	44.10	77.8		
Male	90	92.5	77.70	71.10	42.90	75.2		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	26	75.7	30.80	31.00	16.50	24	21.7	Met Target
Students without Disabilities	163	98.4	85.30	76.40	48.80	85.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	785	781	751	*	*	*	40%	49%	89%	53%
White	48	777	774	759	*	0%	*	50%	38%	88%	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	17	809	800	779	0%	*	0%	*	82%	94%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	780	778	751	*	*	*	50%	39%	89%	52%
Male	34	790	783	751	*	*	*	29%	59%	88%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	766	767	747	*	*	23%	57%	15%	71%	47%
White	43	761	761	755	0%	*	30%	56%	*	65%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	19	785	783	774	0%	0%	*	68%	*	95%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	34	763	764	747	*	*	*	56%	*	68%	47%
Male	35	769	770	747	*	*	*	57%	*	74%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	69	766	*	757	*	*	23%	57%	15%	71%	61%
Students with Disabilities	10	745	*	724	*	*	*	*	0%	40%	22%
Students without Disabilities	59	770	*	751	*	*	*	*	17%	76%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	69	766	767	749	*	*	23%	57%	15%	71%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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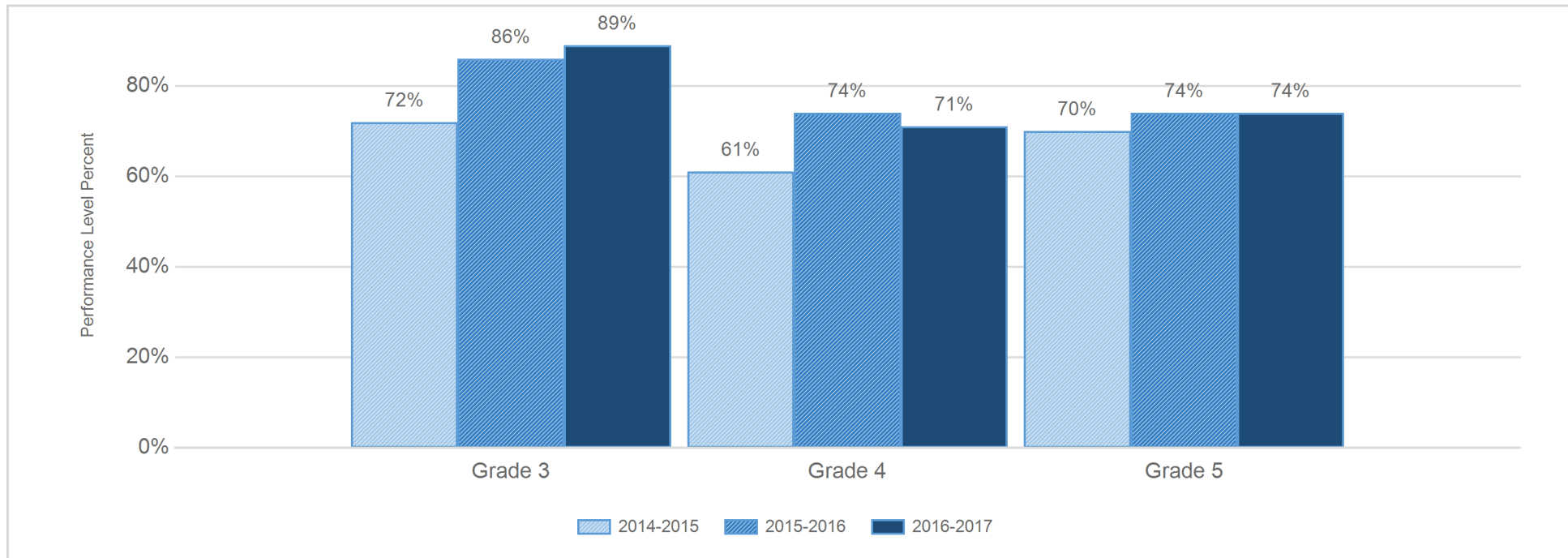
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	772	767	747	*	*	22%	46%	28%	74%	46%
White	43	762	759	754	*	*	28%	54%	*	67%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	21	792	785	774	0%	0%	*	*	52%	91%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	38	771	764	747	*	*	*	47%	*	74%	47%
Male	30	773	770	746	*	*	*	43%	*	73%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	68	772	767	748	*	*	22%	46%	28%	74%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

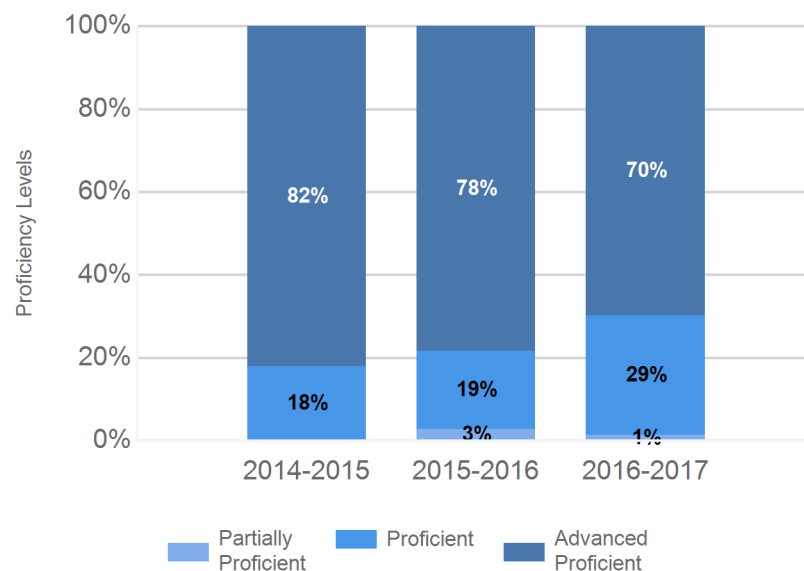
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	70%	29%	1%
White	64%	34%	2%
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	90%	11%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	54%	39%	8%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	56	63	50	Met Target	47	55	50	Met Target
White	49.5	62	50	Met Target	46	51.5	52	Met Target
Hispanic	*	60	49	**	*	60.5	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	67	66	60	Exceeds Target	48	62	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	64	51	**	*	65	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	58.5	49	41	**	69	52	43	**
English Learners	*	56	53	**	*	68	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

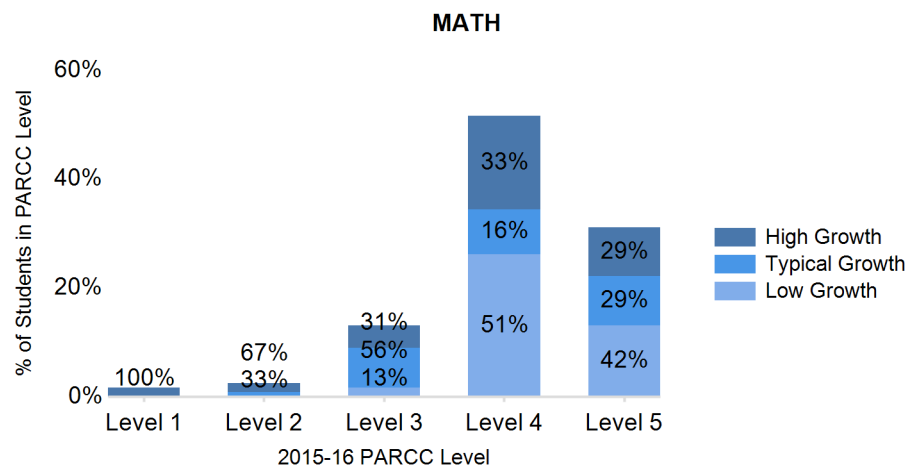
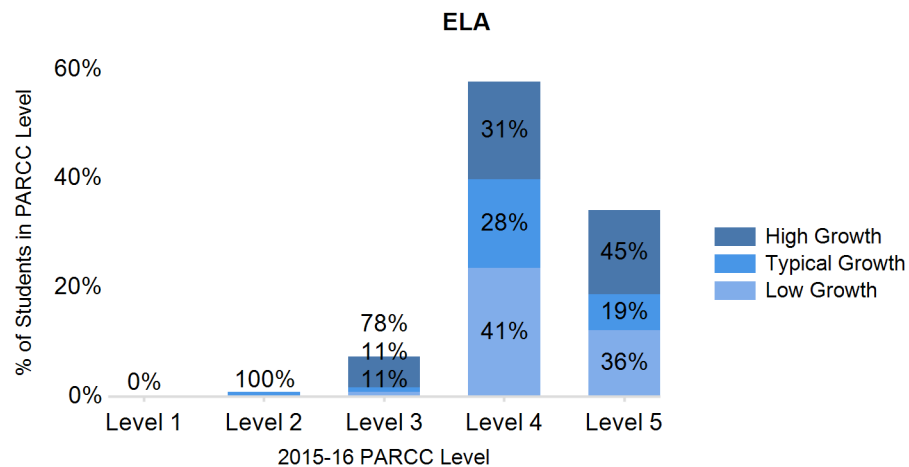
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

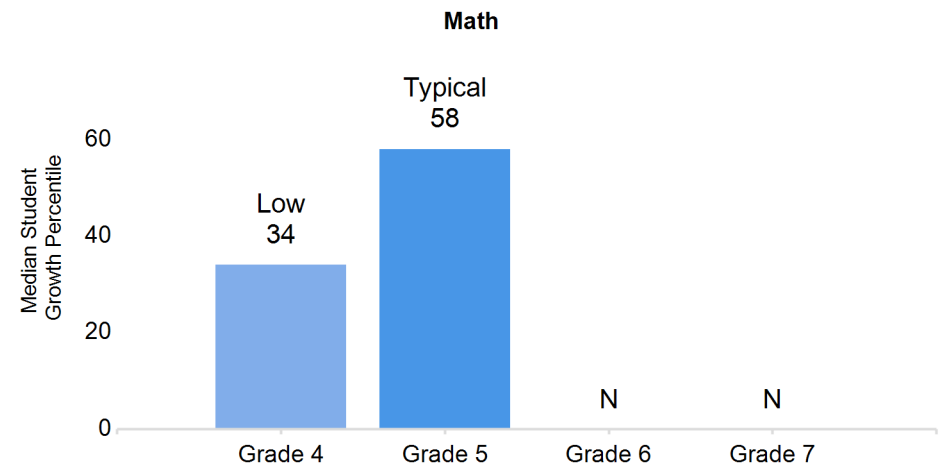
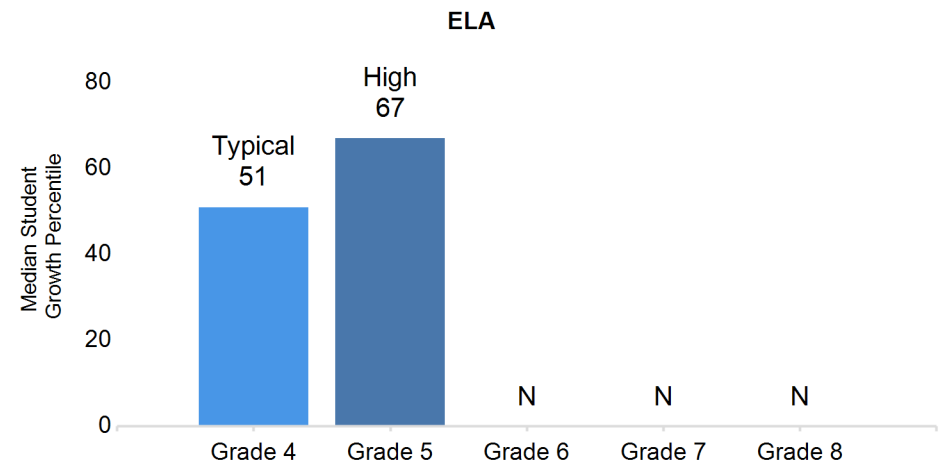
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

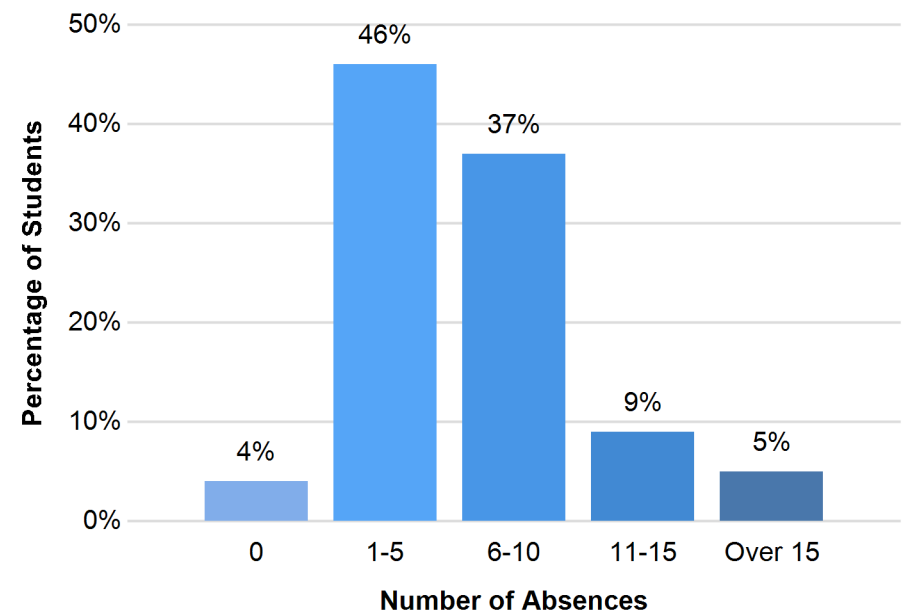
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.10	8.40	Met Target
White	3.30	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.60	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	5.40	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

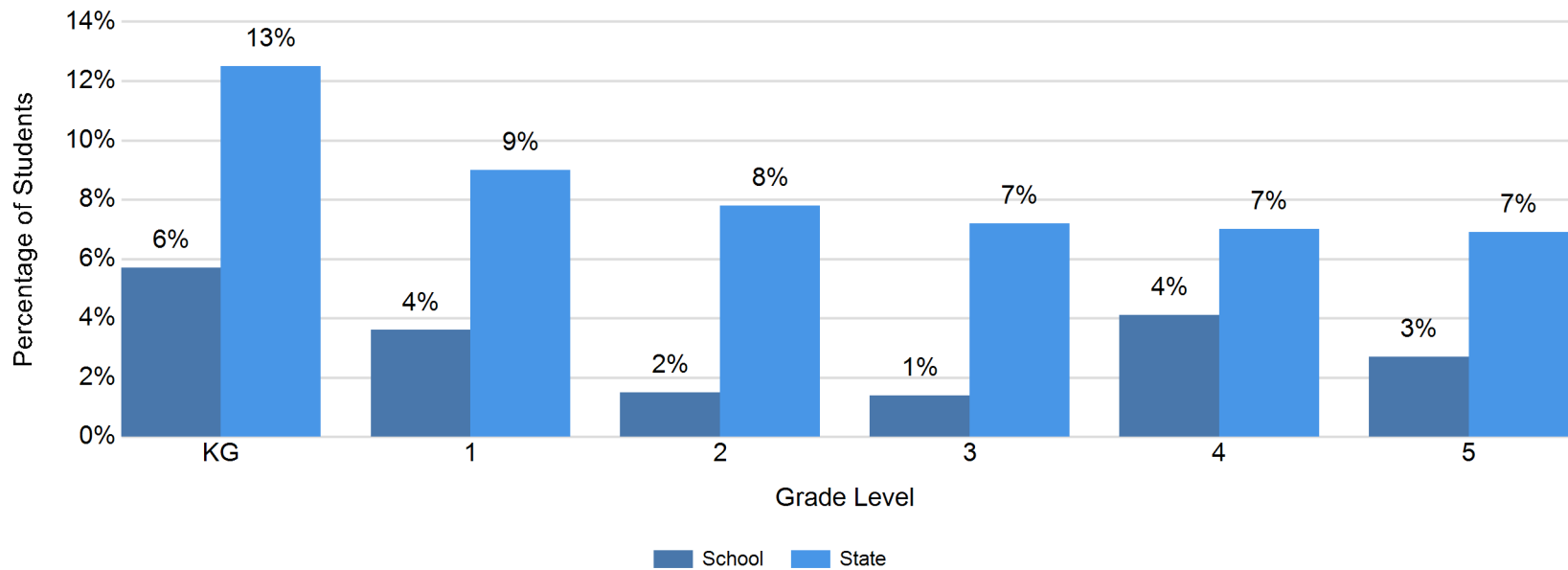
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	168.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$15,208	\$15,485



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	27	120,724
Average years experience in public schools	14.7	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	36	9,506
Average years experience in public schools	15.4	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	130:1	165:1
Librarian/Media Specialists		592:1
Nurses		740:1
Counselors		269:1
Child Study Team		228:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

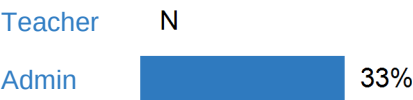
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	96.2	17.5%
Mathematics Proficiency	86.9	17.5%
English Language Arts Growth	64.8	25.0%
Mathematics Growth	27.4	25.0%
Chronic Absenteeism	84.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67.8
Summative Rating: Percentile rank of Summative Score		76.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	67.8	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
White	62.0	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	63.0	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Tandler	Email Address:	jtandler@livingston.org
Address:	31 BLACKSTONE DR LIVINGSTON, NJ 07039-1801	Website:	www.livingston.org
Phone:	(973)535-8000	Facebook:	www.facebook.com/LivSchools

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Highlights:	• Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. • All students receive instruction in world language, physical and computer education, art, media, and music. • Character education lessons and mindfulness activities are incorporated into the school day for each child.
 Mission, Vision, Theme:	A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners.
 Awards, Recognition, Accomplishments:	A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators.



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 Courses, Curriculum, Instruction:	We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.
 Sports and Athletics:	Students participate in physical education classes on a regular basis that encourage them to develop sportsmanship, physical fitness, and healthy lifelong habits. The district is committed to providing students with an excellent educational experience while being mindful of our responsibility to their overall health and wellness. Curriculum ensures the safety and well-being of all students. Health and PE is a vital component, with mindfulness a focus in all grades.
 Clubs and Activities:	A variety of clubs and activities are offered at each school through the home school association.



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 Staff and Professional Learning:	The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.
 Student Supports and Services:	The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 18-21 Transition Programming, Career Internship Program at LHS, LINKS & ESS programs for students with social-emotional needs K-12, & a vibrant alternative program in our Monmouth Court Campus for LHS students.
 Student Health and Wellness:	The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the Health and PE curriculum.
 Parent and Community Involvement:	The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections.



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A blue icon of a school building with a flag on top. Facilities:	Each school is welcoming, safe, nurturing, and healthy. The facilities are maintained and monitored on an ongoing basis to ensure that all systems are properly functioning. Schools have new and updated media centers. All schools have central air conditioning.
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Other Information:	English Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school has a Reading Interventionist and a Reading Specialist as well as Basic Skills Math support and Gifted & Talented and Enrichment programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our students.
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